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OFFICIAL.

State of New-York—Secretary's Office. DEPARTMENT OF COMMON SCHOOLS.

Communications are frequently directed to this Department asking for opinions on mere abstract questions; and enquiring what decision would be made, if such, or such a state of facts should occur. The questions which actually arise in the eleven thousand school districts of the state are sufficiently numerous and embarrassing; and the Superintendent hopes that it will save both time and labor to apprise his numerous correspondents, that hereafter no adjudication will be made on any supposititious statement of facts, and no opinion given on any hypothetical case.

SAMUEL YOUNG, *Sup't. Com. Schools.*

Albany, Nov. 1, 1842.

OFFICIAL CORRESPONDENCE.—PROFANITY.

Phoenix, Sept. 10, 1842.

DEAR SIR—Having expressed my conviction to a party of teachers not long since, that I should consider *habitual profanity* a sufficient ground for annulling a certificate, some of them considered me altogether too rigid. I therefore thought to lay the subject before you for your consideration. Your views upon this question will be read with interest by the public, exert a salutary influence on the great mass of teachers, and confer a lasting benefit on the taught.

Yours respectfully,
Hon. SAMUEL YOUNG.

O. W. RANDALL,
Dept. Sup. Oswego Co.

Albany, October 6, 1842.

DEAR SIR—You inform me that your opinion that *habitual profanity* would be a sufficient ground for annulling a certificate, is deemed by some teachers "altogether too rigid," and you ask my views on this subject.

In the first place, I cannot imagine under what construction of law, or code of morality, an individual addicted to *habitual profanity*, could ever have obtained a certificate as a qualified teacher. But such a certificate having been procured, no matter by what means, I should deem it the imperative duty of any tribunal having the power, to affix upon it at the earliest moment, the blot of annulment, and if possible of oblivion.

"Good moral character" is made by the statute, an indispensable requisite to the qualification of a teacher. "Profane cursing and swearing" is a legal offence, punishable by fine, and in default of payment by imprisonment. Can ebony be mistaken for topaz? Can "good moral character" be ascribed to him, who "habitually" puts both the laws of God and man at defiance?

Most of the crimes and vices which afflict and disgrace society, can plead that they are based upon some of the animal gratifications. It is to satisfy his real or factitious physical wants, that the thief commits larceny. The glutton, in the indulgence of his appetite, is sustained by a precedent "running on all fours" in the swine; and the gross debauchee can claim the goat and the monkey as his brothers; but profanity is a *spontaneous* exhibition of iniquity, a *voluntary* sin committed without temptation, and without reward; a bastard vice destitute of parentage—wholly disowned by nature. Phrenologists profess to find the location upon the human skull of all the animal propensities. No one, however, has yet been able to detect the "bump" of profanity. Pandora's box is full without it; and the amateurs in human mischief and human misery have superadded this as a mere gratuitous evil.

I can conceive of nothing more horrible and repulsive than to send innocent little children to a school, where they

will be taught, either by precept or example, to stammer oaths and to lisp profanity. This is to poison the whole stream of life at its very source.

If you know any teacher within your jurisdiction, who is addicted to the low and vulgar vice of profanity, I advise you, in conjunction with the town inspectors, to immediately annul his certificate—unless you believe that such an exercise of power will impair your usefulness, and not be sustained by public sentiment.

Should you so conclude, I direct that you send to this department the name of such teacher; on the receipt of which, I will relieve you from all responsibility on the subject.

Yours respectfully,

SAMUEL YOUNG, *Sup't. Com. Schools.*

O. W. RANDALL, *Esq. Dep. Sup't. Oswego Co.*

TO DEPUTY SUPERINTENDENTS.

The Superintendent deems it proper to request the special attention of the respective county superintendents to the distribution of the very valuable work below referred to, gratuitously forwarded through the instrumentality of private benevolence and philanthropy, to the several school districts of their counties. The insertion of a notice in one or more newspapers of the county, of the arrival of the package containing the books, at the county clerk's office, for delivery to the town clerks, &c. is respectfully suggested as the most efficacious means of diffusing a general knowledge of the fact; and the deputies are earnestly requested personally to see that the proper officers of each district within their jurisdiction, are furnished with the work at the earliest practicable opportunity. It will be found a valuable auxiliary to all engaged or interested in the work of elementary instruction.

The deputies are also directed to ascertain as early as may be practicable, in what districts the School Journal is not received by the proper officer, and to forward the name of the clerk or trustee of such district by whom it will be taken from the office, and preserved for the use of the district.

Owing to change of residence, change of school officers, and in some cases, I regret to say, the enormous charge of postage, 12½ cents per annum, there are some districts which do not regularly receive the decisions and directions of the department, through the medium of the Journal. As these decisions and directions relate to and affect all the great interests involved in the system, the distribution of the public money, the condition of the libraries, the communications of the deputies to their several counties, the organization and administration of the districts, and the means of elevating the moral and intellectual condition of the schools, it is of the first importance that its actual reception should be secured in the several districts; and you are particularly directed to give it your immediate and careful attention. And this is the more important, as in those districts where improvement is most needed, all the means of education are most neglected. The number of such districts is small compared with the whole number, but that there is one in any county, is discreditable to it.

SAMUEL YOUNG,

Sup't. Com. Schools.

THE SCHOOL AND THE SCHOOL-MASTER—By ALONZO POTTER, D. D. and GEORGE B. EMERSON, A. M. Harper & Brothers, New-York.

We have great pleasure in announcing the publication of this valuable manual for schools. It has been prepared by writers eminently qualified for the work, and has received the strong recommendation of the Hon. Samuel Young, Superintendent of Common Schools, by whom it was carefully and critically examined before being sent to the press.

We anticipate from its publication wide spread blessings, believing that it will aid in awakening intelligent interest in the condition of those schools, which we boast to be the bulwarks of liberty and religion, but of whose condition we know comparatively nothing—forgetting that means of good are readily perverted by neglect, into deadly instruments of evil.

The first Part of this work is by Dr. Potter, and exhibits the relations of the school to society, tracing its influence on the common weal with a vigorous and eloquent pen, showing what education we as a people need, and how it may be secured to our children. The relations of ignorance, crime, and pauperism, form a sad commentary on the faithlessness of the people to their highest interests.

The second Part is by Mr. Emerson of Boston, who for more than eighteen years has conducted a school second to none in the Union, and whose attainments eminently qualify him to be an aid to teachers. By him has been undertaken the difficult, but most important duty, of presenting the best methods of teaching, and we confidently refer all interested in the subject to a careful examination of the manner in which he has accomplished his task.

Extracts from this work will be found in this Journal.

One copy of the School and the School-master will be sent GRATUITOUSLY to each of the eleven thousand district schools of this state, for the use of the inhabitants and teacher of the district—and a copy to every academy and to each county superintendent; making not less than 12,000 copies to be distributed for the general good.

As many copies as there are school districts in a county will be packed in a separate box; as many copies as there are districts in each town of the county being put in a separate package, and directed to the town clerk. The boxes containing them being forwarded without expense, to the county clerk of each county.

We would that we were allowed to speak as we feel of this noble act of far seeing benevolence.

PHYSICAL EDUCATION.

We deem it a duty to call attention to the following correspondence, believing that the general diffusion of these "Drawings of the Human Stomach, as affected by the use of intoxicating drinks," will prevent much moral degradation, and save thousands of valuable lives. We wish they might be hung up in every academy and district school in the land, believing that their silent but powerful monitions would preserve our youth from the temptations of later years.

A benevolent individual has provided the means to furnish one set to each of the public schools in New-York, and eight sets of the Colossal Drawings for as many different public institutions. Another gentleman has made a similar donation to the schools of Brooklyn. The officers of state and the mayor of the city, have given their permission to place a set in the Capitol, the State Building, and the City Hall of the city of Albany—they being purchased and presented for that purpose.

We might refer to other similar evidences of the interest excited by these drawings, in those interested in elevating the physical and moral condition of society, but it is needless, as the following letters express the general sentiment upon this subject.

BALLSTON CENTRE, SEPT. 10, 1842.

To the Hon. Samuel Young, Secretary of State, and Superintendent of Common Schools.

DEAR SIR—I am making an effort to place a bound volume of Dr. Sewall's work on the "Pathology of Drunkenness," with Drawings of the Human Stomach as affected by the use of alcoholic drinks, in every school district library in the state. You are aware that the plan was submitted to the committee on education last winter and unanimously approved. It is also my intention to furnish a complete set of the colossal drawings framed, to as many of our literary institutions as I can find means to supply. As Superintendent of Common Schools, I should be pleased to receive your approbation of the measure, and to learn whether your department could assist me in the distribution of the bound volume.

I am dear sir, yours with great respect,
EDWARD C. DELAVAN.

SECRETARY OF STATE'S OFFICE,
DEPARTMENT OF COMMON SCHOOLS,
Albany, 12th September, 1842.

DEAR SIR—I am informed by yours of the 10th inst., that you are "making an effort to place a bound volume of Dr. Sewall's work on the Pathology of Drunkenness," together with the plates, in every school district library in the state. I am satisfied that the colored plates of Dr. Sewall, exactly depicting the transitions of the human stomach from a perfect health to the last stages of cancerous, alcoholic disease, will make a deeper and more lasting impression upon the minds

of reflecting individuals, and even upon the thoughtless and ignorant, than any other work that has ever been published.

I wish the admirable lecture of Dr. Nott contained in the Enquirer, could be added to the work of Dr. Sewall. The teachers of youth would then be able, by a display and explanation of the plates, and by reading the two lectures to their pupils, to communicate an admonition to the six hundred thousand children of this State, against the deadly poison of inebriation, which would never be forgotten.

Whatever can be done to make the rising generation more wise, more healthful, and consequently more happy than their predecessors, is worthy of all commendation. You have my best wishes for the success of your effort; and I will willingly aid in the distribution to the extent of my ability.

Very respectfully, yours, &c.

S. YOUNG,

Supt. of Common Schools.

E. C. DELAVAN, Esq.

Letter from Dr. Warren to Dr. Sewall, after lecturing from the large drawings to his class at Cambridge College, Mass.

Boston, June 15, 1842.

MY DEAR SIR—A few days since, Mr. Delavan had the goodness to show me the enlarged pictures he has had made of the drunkard's stomach. I have compared them with the original representations, and find them to be correct copies of those formerly published with some additional. I have also compared both sets with dried and wet preparations of the human stomach, and find them to convey satisfactory ideas of the natural form of this organ, and of the unnatural changes produced by disease. It fortunately happened that on the very day I first saw the magnified views, I was to give a lecture on the diseases of the stomach. I immediately obtained permission of Mr. Delavan to employ them in my lecture, and exhibited them with great satisfaction to a large number of gentlemen of the University at Cambridge, composed of the senior class, and of many resident graduates from different parts of the Union. Many of those present, received impressions which can never be effaced, and which must have a salutary influence on their future lives.

A knowledge of the changes wrought by the free use of stimulating drinks on the delicate organization of the stomach and digestive apparatus, must have a great effect in preventing the use of these articles; and when this knowledge is conveyed by a representation of the fact as it daily occurs in thousands of cases, the impression must be more vivid and durable. Your scientific labors, and the unexampled efforts of Mr. Delavan, in accomplishing this important work, cannot fail to produce the richest fruits your philanthropy could anticipate. In order to effect so desirable a result, the friends of humanity should exert themselves to distribute these impressive delineations through all the colleges and literary seminaries for young people, so that every town in the United States should have one copy at least, exhibited in some public place.

With great respect,

I have the honor to be

Your friend and serv't.

JOHN C. WARREN.

DR. SEWALL.

[From the School and the Schoolmaster.]

WHAT IS THE EDUCATION RECEIVED BY THE PEOPLE OF THIS COUNTRY?

In thus describing the kind of education which is called for by the situation of our country and the spirit of the age, I have referred, not only to school education, but to all the agencies, which tend to form the minds and characters of the rising generation. It is one thing to set forth what this education ought to be, and quite another to determine what it actually is. On this latter point, all who wish well to their country ought to speak plainly; their evidence should be given in without prejudice or passion: with no alloy of party feeling; and with a single desire to see the American people fulfilling the high destiny marked out for them by Providence. He is the best friend of his country who, on such subjects, utters the truth, and the whole truth. It is, unhappily, the interest of many in every party, who wish to use the people for the accomplishment of their own sordid purposes, to lavish upon them the most unbounded professions of confidence in their wisdom: and it is not easy, in such a state of things, for one, however loyal to the institutions of his country, or however devoted to the popular welfare, to hint at prevailing imperfections, without incurring reproach and exposing himself to misapprehension. And yet, if this is not done, if he who thinks he sees dangerous maxims pervading the popular mind, and radical defects in existing systems of education, may not proclaim them boldly, and with impunity too, where is our boasted freedom, and where the hope that our future shall be better than our past? All advancement in a higher civilization must be the result of a clear perception of existing evils and dangers; and such perception can evidently never be attained unless individuals are free to discuss and expose them.

I ask, then, what is the aggregate intelligence and moral culture bestowed by education on the people of this country? I answer, in the words of one who has always been known as the advocate of the largest liberty, and whose firmness in the declaration of his opinions has only been equalled by the sincerity with which, in the estimation of all his fellow-citizens, he has held them.

"Nothing is more common than for public journalists to extol in unmeasured terms 'the intelligence of the community.' On all occasions, according to them, *Vox populi est vox Dei*. We are pronounced to be a highly cultivated, intellectual, and civilized people. When we, the people, called for the exclusion of small bills, we were right; when we called for the repeal of the exclusion, we were equally right. We are divided into political parties nearly equal, but we are both right. We disagree respecting the fundamental principles of government; we quarrel about the laws of a circulating medium; we are bank and anti-bank, tariff and anti-tariff, for a national bankrupt law and against a national bankrupt law, for including corporations and for excluding corporations, for unlimited internal improvement,

* Lecture on Civilization, by Samuel Young.

and for no internal improvement. We have creeds, sects, denominations, and faiths of all varieties, each insisting that it is right, and that all the others are wrong. We have cold water societies, but many more that habitually deal in hot water. We are anti-masonic and masonic, 'pro-slavery and anti-slavery'; and are spiced and seasoned with abolitionism, immediateism, gradualism, mysticism, materialism, agrarianism, sensualism, egotism, skepticism, idealism, transcendentalism, Van Burenism, Harrisonism, Mormonism, and animal magnetism. Every public and private topic has its furious partisans, struggling with antagonists equally positive and unyielding, and yet we are told that we are a well-informed, a highly civilized people.

"If we look to our legislative halls, to the lawgivers of the land, to the men who have been selected for the greatest wisdom and experience, we shall see the same disagreement and collision on every subject.

"He who would play the politician must shut his eyes to all this, and talk incessantly of the intelligence of the people. Instead of attempting to lead the community in the right way, he must go with them in the wrong.

"It is true, he may preach sound doctrine in reference to the education of youth. He may state the vast influence it has upon the whole life of man. He may freely point out the imperfections in the moral, intellectual, and physical instruction of the children of the present day. He may urge the absolute necessity of good teachers, of the multiplication of libraries, and every other means for the diffusion of useful knowledge. He may expatiate upon the superstitious fears, the tormenting fancies, the erroneous notions, the wrong prepossessions, and the laxity of morals which most children are allowed to imbibe for want of early and correct instruction, and which, in the majority of cases, last through life. He may, with truth and freedom, declare, that the mental impress, at twenty, gives the coloring to the remainder of life: and that most young men of our country, of that age, have not half the correct information and sound principles which might, with proper care, have been instilled into their minds before they were ten years old.

"But here the politician must stop his censures and close his advice. At twenty-one, the ignorant, uneducated, and wayward youth is entitled to the right of suffrage, and mingles with a community composed of materials like himself. He bursts the shell which had enveloped him; he emerges from the chrysalis state of darkness and ignorance, and at once becomes a component part of 'a highly intelligent, enlightened, and civilized community.'

"If we honestly desire to know society as it is, we must subject it to a rigorous analysis. We must divest ourselves of all partiality, and not lay the 'flattering uncton' of vanity to our souls. The clear perception of our deficiencies, of the feeble advances already made in knowledge and civilization, is the best stimulus to united, energetic, and useful exertion. Bitter truth is much more wholesome than sweet delusion.

"The gross flattery which is weekly and daily poured out in legislative speeches and by a time-serving press, has a most pernicious influence upon the public mind and morals. The greater the ignorance of the mass, the more readily the flattery is swallowed. He who is the most circumscribed in knowledge, perceives not a single cloud in his mental horizon. Attila and his Huns doubtless believed themselves to be the most civilized people on earth; and if they had possessed our editorial corps, they would have 'proved it to be so.

"Weak and vain females, in the days of their youth, have been charged by the other sex with an extraordinary fondness for flattery. But, judging by the constant specimens which are lavishly administered and voraciously swallowed, the male appetite for hyperboles of praise is altogether superior.

"The vainglorious boasts of the American press excite the risibility of all intelligent foreigners: According to the learned and philosophic De Toqueville, this is the country, of all others, where public opinion is the most dictatorial and despotic. Like a spoiled child, it has been indulged, flattered, and caressed by interested sycophants until its capriciousness and tyranny are boundless.

"When Americans boast of their cultivated minds and humane feelings, foreigners point them to the existence of negro slavery. When they claim the civic merit of unqualified submission to the rules of social order, they are referred to the frequent exhibition of duels and of Lynch law. When they insist upon the prevalence among us of strict integrity, sound morals, and extensive piety, they are shown an American newspaper, which probably contains the annunciation of half a dozen thefts, robberies, embezzlements, horrid murders, and appalling suicides.

"Burns, the eminent Scotch poet, seems to have believed that good would result

"If Providence the gift would give us,
To see ourselves as others see us."

If we had this gift, much of our overweening vanity would doubtless be repressed, and many would seriously ponder on the means of reformation and improvement.

"But that any great improvement can be made upon the moral propensities of the adults of the present day is not to be expected. The raw material of humanity, after being even partially neglected for twenty years, generally bids defiance to every manufacturing process.

"The moral education—that is, the proper discipline of the dispositions and affections of the mind, by which a reverence for the Supreme Being, a love of justice, of benevolence, and of truth are expanded, strengthened, and directed, and the conscience enlightened and invigorated, must have its basis deeply and surely laid in childhood. Truth, in the important parts of moral science, is most easily taught, and makes the most indelible impressions in early life: before the infusion of the poison of bad example; before false notions and pernicious opinions have taken root; before the understanding is blunted and distorted by habit, or the mind clouded by prejudice."

The length to which this quotation has extended will hardly be regretted by our readers; and it prepares us to enter at once on the last topic which remains to be discussed in this chapter, viz., THE IMPORTANCE OF EDUCATION.

NEW-ORLEANS.

ITS PUBLIC SCHOOLS—THEIR CONDITION AND PROSPECTS.

The following interesting account we owe to the Recorder of the city; whose efforts in behalf of the improvement and prosperity of the schools, we hope will be crowned with entire success.—ED.

RECORDER'S OFFICE, 2d My., }
New-Orleans, Aug. 26, 1842. }

DEAR SIR—Your esteemed favor of the 10th inst., has been received, and for the lively interest you evince in favor of public education here, I return you my sincere acknowledgments.

Our public schools have been organized and put in operation since the 1st of January last, though by law, the sum of ten thousand dollars has been annually drawn from the state treasury, and expended within the city of New-Orleans, by a Board of Regents, appointed by the governor, in the support of a *Central and Primary Schools*; of which it is deemed sufficient to say, they did not fully satisfy public expectation; and it was under a full sense of their insufficiency that the legislature, in 1841, abolished them, and in their stead, authorized the several municipalities (3) of this city to establish schools within their respective limits, under their immediate superintendence.

Shortly after the passage of this law, the council of this municipality ordained a Board of Directors, by selecting four of the most respectable and competent citizens from each (3) ward, with authority to organize and direct the public schools. These directors knew full well, from personal observation, that it would seriously jeopardize the enterprise to engraft it on the old system; they accordingly determined to begin *de novo*; nor did they any more incline to employ any of the old teachers, but rather cast their thoughts abroad to draw to their aid some persons conversant with the improvements made in public education in the north and east.

Application was made to H. Mann, Esq., of Boston, than whom none could be found more competent; who selected, and under a full sense of the responsibility, recommended the Hon. J. A. Shaw, of Mass.; a gentleman well known to him, and long and successfully engaged in teaching, and perfectly acquainted with the improved systems of public education suggested by enlightened experience.

Mr. Shaw arrived here about the 1st January last, and immediately began to organize and superintend the schools; and under his auspices they have prospered beyond the expectations of the most sanguine, and far surpassing anything of the kind ever witnessed here before, as the following contrast will abundantly verify. The system heretofore adopted by the "Regents," accommodated about seventy-five scholars in this municipality, while the average number belonging to the school now is about seven hundred; and so favorably are they regarded by the community, that it is confidently believed the number will be doubled within the year.

The Board of Directors have every reason to congratulate themselves on the success so far attendant on their onerous labors; for besides the universal objections against public schools, pervading our mixed population, they had strong objections and deep rooted prejudices to overcome, engendered by reason of their having failed to answer the ends of their institution, and it is believed there never was a change more radical and more thorough within so short a period. The children of the most respectable, as well as those of the more humble parentage, are now seen seated on the same bench, nobly striving with each other for the mastery in intellectual superiority.

The system of education attempted in this municipality is in accordance with that of Massachusetts, and the success attending it has gradually gained on the confidence of the public; and as a consequence, drawn the children from the private schools. The friends of the enterprise rejoice exceedingly at it, as it affords the most indubitable evidence of their superiority. Some children who have heretofore roamed at large, in neglect and idleness, have been induced within the pale of these schools, where intellects and morals are improved and ripened.

There are ten teachers employed in these schools: two males and eight females.

Their salaries are,
Male Superintendent, - - - \$2,500 per an., \$2,500
Male Assistant, - - - 1,000 " 1,000
Female Principal, - - - 800 " 800
Seven Female Assistants, each 500 " 3,500
Rent of Houses, Books, and contingencies, - - - 5,200 " 5,200

Total expenditure, - - - - - \$13,000

To properly comprehend this subject, it is deemed indispensable to inform you, that the city of New-Orleans is divided into three separate and distinct corporations, with a Mayor in common to all.

The first and third municipalities have about seventy-eight thousand inhabitants, the ancient population, mostly of French and Spanish descent; while this, the second municipality, contains about twenty-five thousand persons, generally Americans.

1st Municipality contains 49,000; In school, - - - 66
2d do. " 25,000; do. - - - 700
3d do. " 29,000; do. - - - 200

The schools in each of the other municipalities, are now under the immediate superintendence of their respective councils, without the aid or intervention of other citizens, as in this. Whether this dispensation of the aid of her citizens be of advantage or not, it does not become me to speak; though there is a marked difference in the number of scholars—especially so, when you observe the smallest population sends infinitely the most, and so of the next. This great disparity of scholars attending the public schools in the respective municipalities, is to me inexplicable, though in some measure may be ascribed to an unwillingness on the part of parents to have their children seemingly educated at public expense; yet to our colleges and academies, infinitely more eleemosynary, there appears to be no misgivings, even among the more opulent! The constant intercourse and intimate connection of our population with that of the north and east,

where these fallacious opinions have long since given place to more rational thought, has taught them to regard these useful institutions with the highest consideration, and no more object to sending their children to them, than they would to public places of worship, or appeal themselves to and use the courts of justice.

Neither has common school education obtained that attention throughout the state of Louisiana, which its importance and her relative position and connection with her sister states, so imperiously demands. True it is, that large sums of money have been appropriated and expended by the state for many years, in support of education; but mostly to foster academies and colleges for the education of the sons and daughters of the more opulent! State pride and parental solicitude suggests the propriety, nay, necessity, for such institutions, where our own native children can be educated within our own borders. This, of itself, is not only free from objection, but is commendable, and characteristic of a high-minded, chivalrous and patriotic people. But great care should be taken, that the resources of the state are so distributed as to place the means of acquiring a sound and practical education within the reach of all the children. That this fundamental and vital principle is overlooked, is almost self-evident, by a reference to and an examination into the manner in which the state funds are appropriated. The treasurer estimates the expenditure for education at \$105,000, viz:

Colleges, - - - - -	\$39,000
Academies, - - - - -	17,000
	\$56,000
Common Schools, - - - - -	49,000

This \$49,000 is distributed to the respective parishes of the state, (\$2.63 to each voter,) through the intervention of their "Police Juries," (except this city;) and the neglect of more than three quarters of all these depositories to report to the secretary of state, and by law superintendent of public education, an account of the condition of the schools or expenditure of the funds entrusted to their care, is further and perhaps more conclusive evidence of a lamentable apathy on this important subject throughout the state. Though the friends of public education are not without hope; the auspicious beginning here, augurs well; and it is hoped and believed that ere long this state will be found second to none in her efforts in so important a cause. Experience demonstrates, that the ball of public education, once put in motion, acquires additional momentum as it advances, and I hope history will not hereafter have to record a variation from it in this state.

I have forwarded our rules, &c., by mail.

Very respectfully,

F. DWIGHT, Esq.

J. BALDWIN.

PUBLIC SCHOOLS OF CINCINNATI.

Read the following extract from a detailed account of the public schools of this western city, and ask yourself, why there is not a similar interest felt in the education of our children? The examination of academies fill pages of the daily papers, and we rejoice at this manifestation of interest in their welfare, but it is neither right, safe, nor creditable, that in many of our populous places, the public schools in which five out of six of our children are taught, are utterly neglected by all classes of citizens. Society is paying the penalty of this negligence in its almshouses, jails, and penitentiaries; and in many a desolate family, where ruin and misery, the bitter fruits of a neglected childhood, are daily gathered. We shall return to this subject and attempt to show how much Albany pays for her neglect of her public schools; what she suffers no one knows.—ED.]

STATISTICAL VIEW OF THE CINCINNATI COMMON SCHOOLS.

	No. Pupils.	Teachers.
1st district, - - - - -	318	6
2d " - - - - -	332	8
3d " - - - - -	181	4
4th " - - - - -	261	5
5 and 6 " - - - - -	338	8
7 and 8 " - - - - -	262	6
9 and 10 " - - - - -	398	8
11 and 12 " - - - - -	390	9
13 and 14 " - - - - -	439	9
German English schools, - - - - -	205	6
Orphan Asylum, " - - - - -	30	1
Daily attendance, - - - - -	3,154	70
45 pupils to a teacher.		
Male Teachers, 21		
Female " 49		
	70	

The above number of pupils was taken on the day of the annual examination in the respective districts, which has just closed. It is presumed there have been enrolled in these schools during the past year 5 or 6,000 scholars. What a field for usefulness!

THE GLORY OF THE STATE—OUR COMMON SCHOOLS.

On Friday last, upwards of three thousand children, the sons and daughters of our citizens, were assembled in the several district school houses of our city, and engaged in exercises appropriate to the occasion which brought them together. The future statesmen and defenders of our country's freedom, and the daughters of the state who are becoming qualified to discharge the duties of republican wives and matrons, had laid aside the satchel for the summer holiday. The next month was vacation. The present occasion was one of affection, pomp and display. The little girls were clad in their comeliest attire, and the boys were in their holiday clothes. Many of the parents were present, and the friends of universal education, whose hearts seemed to rejoice in these young pledges of a glorious future to the destiny of our country.

As a philanthropic friend remarked, it was a most interesting and proud day in our city. The pupils of our fourteen

school districts, and those of the German-English and Orphan's Asylum, were dismissed at their respective school rooms, in the presence of their parents and friends. The annual certificates of merit were presented to the pupils by the school visitors and teachers, and addresses delivered appropriate to the occasion, by a number of gentlemen who attended at the different school rooms to witness the exercises of the pupils, who "spoke pieces," interspersed with song, and received their complimentary certificates of improvement and good behavior.

The remarks made by the gentlemen present, must have touched a chord of sympathy in every breast that could feel a thrill of true patriotism. They dwelt with great power and pleasurable feeling upon the rise, progress, present high standing and happy influence of our Common Schools, and well they might, for Cincinnati can boast with as much truth as pride, that she has made greater progress in educating the PEOPLE'S children—THE SONS AND DAUGHTERS OF THE STATE, than any other city in the Union. As one of the little orators, a beautiful girl, said at the first district school, in her address, which she delivered with exceeding grace: "The common schools of Cincinnati, deserve to be ranked as the GLORY OF THE WEST."

In the afternoon, it was our good fortune to be present at the first district school house. Here the exercises were even more interesting than those we had witnessed in the morning. We would like to give a full account of the proceedings, but our limits forbid. The children were addressed by Messrs. B. STOKER, WM. GREENE, ELWOOD FISHER, E. F. LANGDON, and GARDNER LATHROP. To the latter gentleman, who is the visitor in charge of the school, one of the pupils, a lovely and interesting little girl, presented a volume of poems as a present from herself and school companions, in token of their affection and veneration. The presentation was adorned with a beautiful and touching address. Another little girl presented a Bible to her school mistress. These ceremonies were performed with exceeding grace, simplicity and affection, and touched many of the audience to tears.

Each of the schools we have named, give ample evidence of the industry of both teachers and pupils.

One of the noblest features in our school system is its republican character; there are no distinctions recognised; the schools are free to all, rich and poor, yet no charity; the pupils are no paupers. We hate the name "charity school"—it is a misnomer in a free country, yet to this day it is applied to a certain class of schools in other cities, but thank Heaven our citizens are guilty of no such injustice. It is the first and highest obligation of the state to provide every child within its limits with a thorough and American education; it is equally the duty of parents and guardians to see that their children accept their dividend of instruction. There is no charity in the matter, for the obligation is imperative and mutual. Our system of education is based on this exalted principle, and for this reason do we regard its progress with surpassing pride and pleasure, and with all our heart do we honor those liberal and high-minded citizens who have devoted their time and talents to its advancement.

METHODS OF TEACHING—INTELLECTUAL EDUCATION.

THE ALPHABET.

When a motive to learn exists, the first practical question respects the order in which letters and words are to be taught; i. e., whether letters, taken separately, as in the alphabet, shall be taught before words, or whether monosyllabic and familiar words shall be taught before letters. In the former mode, and have since taught, in the former mode, and have never heard of any other, this suggestion may excite surprise. The mode of teaching words first, however, is not mere theory; nor is it new. It has now been practised for some time in the primary schools of the city of Boston, in which there are four or five thousand children, and it is found to succeed better than the old mode. In other places in this country, and in some parts of Europe, where education is successfully conducted, the practice of teaching words first, and letters subsequently, is now established.

During the first year of a child's life, he perceives, thinks, and acquires something of a store of ideas, without any reference to words or letters. After this, the wonderful faculty of language begins to develop itself. Children then utter words,—the names of objects around them,—as whole sounds, and without any conception of the letters of which those words are composed. In speaking the word "apple," for instance, young children think no more of the Roman letters which spell it, than, in eating the fruit, they think of the chemical ingredients,—the oxygen, hydrogen, and carbon,—which compose it. Hence, presenting them with the alphabet, is giving them what they never saw, heard, or thought of before. It is as new as algebra, and, to the eye, not very unlike it. But printed names of known things are the signs of sounds which their ears have been accustomed to hear, and their organs of speech to utter, and which may excite agreeable feelings and associations, by reminding them of the objects named. When put to learning the letters of the alphabet first, the child has no acquaintance with them, either by the eye, the ear, the tongue, or the mind; but if put to learning familiar words first, he already knows them by the ear, the tongue, and the mind, while his eye only is unacquainted with them. He is thus introduced to a stranger, through the medium of old acquaintances. It can hardly be doubted, therefore, that a child would learn to name any twenty-six familiar words, much sooner than the twenty-six unknown, unheard, and unthought-of letters of the alphabet.

For another reason, the rapidity of acquisition will be greater, if words are taught before letters. To learn the words signifying objects, qualities, actions, with which the child is familiar, turns his attention to those objects, if present, or reviews the idea of them, if absent, and thus they may be made the source of great interest and pleasure. We all know, that the ease with which anything is learned, and the length of time it is remembered, are in the direct ratio of the vividness of the pleasurable emotions, which enliven the acquisition.

But there is another consideration far more forcible than

the preceding. The general practice is founded upon the notion that the learning of letters facilitates the correct combination of them into words. Hence children are drilled on the alphabet, until they pronounce the name of each letter at sight. And yet, when we combine letters into words, we forthwith discard the sounds, which belonged to them as letters. The child is taught to sound the letter *a*, until he becomes so familiar with it, that the sound is uttered as soon as the character is seen. But the first time this letter is found, even in the most familiar words,—as in *father*, *papa*, *amma*, *apple*, *peach*, *walnut*, *hat*, *cap*, *bat*, *rat*, *slap*, *pan*, &c. &c.—it no longer has the sound he was before taught to give it, but one entirely different. And so of the other vowels. In words, they all seem in masquerade. Where is the alphabetic sound of *o* in the words, *word*, *dove*, *plough*, *enough*, *other*, and in innumerable others? Any person may verify this by taking any succession of words, at random, in any English book. The consequence is, that whenever the child meets his old friends in new company, like rouges, they have all changed their names. Thus the knowledge of the sounds of letters in the alphabet becomes an obstacle to the right pronunciation of words; and the more perfect the knowledge, the greater the obstacle. The reward of the child, for having thoroughly mastered his letters, is to have his knowledge of them cut up in detail, by a regular series of contradictions, just as fast as he brings it forward. How different, for instance, is the sound of the word *is*, from the two alphabetic sounds, *i* and *s*;—of the word *we*, from the two sounds, *w* and *e*;—of the word *two*, from the three sounds, *t*, *w*, and *o*. We teach an honest child to sound the letters, *e*, *y*, *e*, singly, until he utters them at sight, and then, with a grave face, we ask him what *e*, *y*, *e*, spells; and if he does not give the long sound of *i*, he is lucky if he escapes a rebuke or a frown. Nothing can more clearly prove the delightful confidence and trustfulness of a child's nature, than his not boldly charging us, under such circumstances, with imposition and fraud.

The following exercise illustrates the method of teaching words before letters. The teacher points to the picture of a man in the child's Primer.

Teacher. What is that?

Child. A man.

T. This is the picture of a man. Would you not like to know the word man?

C. Yes.

T. (pointing to the word.) There it is. Look at it well, that you may know it again. Now, do you think you shall know it?

To this question, the child generally answers, yes.

T. Which of these words (pointing to Man, Dog, Cup) is man?

Unless the child has been brought up in habits of attention by his parents, his heedlessness will be apparent, by his ignorance of the word. And this will generally be the case. The teacher can say,

T. You are wrong. See, it does not look like that. You should give more attention. Look at it again, (trace the form of the word with a pointer.) Are you sure you will know it now?

C. Yes.

Most children will now know the word. But a few will be found so heedless, as still not to have given any attention. With these, there will be some difficulty. But, as soon as their attention can be caught, the instant one word is known, the spell is broken, and all will go smooth. Persevere with the first word. If you cannot succeed in the first lesson, give him two, three, four. Have a little patience. In some favorable moment, you will gain his attention, and the difficulty, then, is over. Such is the testimony of many teachers.

One word is enough for the first lesson. And now comes an exercise, which must ALWAYS, without any solitary exception, follow reading. There must be no excuse for want of time. The teacher must take time, whatever else he may slight.

T. What have you been reading about?

C. About a man.

At the second lesson, see if he can still point out the word, man. If not, repeat, as before. But if he knows it, show him the next word, and say, that is cat. There is no occasion to make further use of pictures, for the present.

T. Which of these words (man, cat, hat) is cat?

When he knows this word, conclude, as before:

T. What have you been reading about to-day?

C. A cat.

T. Nothing else?

C. Yes, a man.

And it is scarcely possible to repeat, too often, in this stage of education, that a minute examination of the child, as to what he has read, must be gone into, at the close of every lesson. No excuse can be admitted, unless the house be on fire, or tumbling about your ears. Should the teacher find there is not time, the lessons may be made shorter, or fewer given per day. Three a week, with questioning, are of far more value than twenty without. The development of the faculty of attention, the formation of a habit, is all important. If that be done early, there will be no difficulty in educating the child. It ought, then, to be commenced at the first lesson, and never, for a moment, be lost sight of, during the whole course of education.

So important do we deem it, that at the outset, the senseless, mechanical method of teaching should be avoided, by which so many minds are cursed with perpetual sterility, that we ask attention to a further illustration of this method as used at,

THE BOROUGH SCHOOL IN LONDON.

The word "Bee" is read till the letters are learned and the word known to the class—the teacher asks, What is a bee? A little insect. What is it fond of? One boy: Sugar. Another boy: Flowers. We asked what sort of flowers? One boy: I know, only I forgot: boys afterwards said, roses, tulips, butter-cups.—What else is a bee fond of, what does it like to do? Work.—How does the bee work? Gathers honey. One little boy repeated, "How doth the little busy bee."—Who ought to work? Every body.

—What for? To get their living.—What ought not those to do who are lazy? They ought not to sit.—When do boys work? When they go of errands for their mothers; when they come to school.

When a few letters have been learned, then the child can be taught, after the system of Jacotot, to turn over the pages of the primer and hunt up the same letters. This will amuse, while it fastens the letters firmly on the memory.

SPELLING.

To accomplish so desirable an object as correct orthography, various inventions have been sought out. Some we regard as far superior to others, but the criterion to determine the practical superiority of any one, is its power to arrest and fix the attention of the learner. Any mode which accomplishes this object will succeed; without this, any mode will fail. Hence a substitution, by way of variety, of a less perfect for a more perfect mode, may be attended for a little while with favorable results, because the less perfect mode, by its novelty, may recall the attention, which the more perfect, by its familiarity, fails any longer to commend.

Before proceeding to detail a number of different methods, from which teachers can select, or which they can use by turns in order to renew the flagging interest of the pupils, we wish to specify two or three practices, quite common in our schools, but which ought to be avoided.

It is customary in many schools to spell all the words, put out, as it is called, from dissyllables to polysyllables, simply by naming all the letters which compose them, in their order, and without spelling them syllabically. This will be best understood by an example. Take the word *example*. If spelled in the manner we refer to, the speller merely says, *e, x, a, m, p, l, e, example*. If spelled syllabically, the speller says, *e, x, ex, a, m, am, exam, p, l, e, ple, example*. The former method, we regard as very objectionable. It does not teach the clear enunciation of each syllable by itself. Mispronunciations often consist in attaching a letter to one syllable, which belongs to another. Take the words *de-roy* or *de-spair*, it makes an entire difference in the pronunciation, whether the letter *s* be sounded as belonging to the first syllable or to the second. To spell the words by syllables, instead of spelling by letters, tends to fix the true line between the syllables, in pronunciation. It tends also to give clearness and distinctness to the articulation of his voice, so that each syllable may come out by itself, in speaking, like a well struck note in music. Without this individuality of the syllables, speakers always fail in emphasis and cadence. Syllables are to be regarded as links in a chain, and not as parts of a continuous rod. Without this distinct enunciation of the syllables, the articulation seems glutinous and gummy:—the words *rope out*, instead of each syllable's falling with a *click* of its own. Now let no one, as he reads, in avoiding this glazy enunciation, run into the opposite extreme, and make long bars or vacant spaces, between his syllables,—pausing as though a hyphen were a period,—but our sincere advice is, to have it done just right.

There is another reason for spelling words syllabically. For want of a knowledge, what letters of a word belong to one syllable, and what to another, many persons divide their words in writing successive lines, where there is no division. No rule should be more familiar than this, that if there be not space enough for the whole written or printed word in one line, but a part of it is to be inserted in the next, the word should be divided between syllables, and not elsewhere. But one who has paid no attention to syllabication in spelling, will be very likely to violate this rule. In writing the word *plenty*, for instance, he would put *pla* in the first line and *nty* in the second. Or the word *singing*, he might divide by placing *sin* in the first line, and *ging* in the second, by which the hearer would get *singe-ing*, instead of *sing-ing*. Indeed, if this division of words into their proper syllables is to be learned by itself, it will be found an enormous labor, but if learned while spelling, it will hardly add any thing to that task.

Another fault in spelling which is wholly chargeable to the teacher, consists in departing from the true pronunciation of the words, in order to indicate the manner in which they are to be spelled. For instance, if the word is *often*, (the true pronunciation of which is *off'n*), the teacher will say *off-ten*, sounding the silent *t*. By this means the word put out is spelled with perfect ease, but the mistake is, that the word put out, to wit, *often*, does not belong to our language, while the word *off'n*, which does belong to it, is neglected. Take the word *pronunciation*, (pronounced *pro-nun-she-a-tion*), and if it be distinctly enounced as *pro-nun-ci-a-tion*, a child may spell it ninety-nine days in succession, and if the true word is put out to him, or is to be written by him, on the hundredth, he will miss it. Every word as it is put out to a scholar should be pronounced precisely as it is uttered by a good reader or speaker, with the same, but with no more slowness or distinctness of utterance. There is a pleasant electrical experiment, where a conducting wire is shaped into form of letters, which make some word, and on discharging the electricity it runs up and down the letters and makes each one of them luminous. Now it is not the voice of the teacher in putting out the words, that is to shape out all the letters of the word visibly; but it is the mind of the learner that is to crinkle up and down and make each letter bright and vivid.

Another very common fault in teaching pupils to spell, is this. If the word which is put out is not correctly spelled by one pupil, the teacher puts it to the next, and the next, and so on, until at last it is spelled aright by some one, and then the next word is taken, without making the pupils who have missed, repeat the corrected spelling. Or, what is still worse, if the pupil misses a word, the teacher spells it for him and passes on:—the pupil deriving about as much advantage in orthography, from having the teacher spell all his words for him as he would derive of physical strength, from having the teacher eat all his meals for him.

Having now specified what ought not to be done in teaching orthography, we proceed to enumerate some modes, which may be pursued for the sake of variety, and others which ought to be pursued as a matter of habit and custom.

For the sake of variety, or of enlivening the interest of a class, which is becoming drowsy and stupid, they may be allowed to spell round a few times by letters and syllables

merely, that is, each pupil uttering one of the letters of which a word is composed. For example, suppose the word be *uttering*. The teacher pronounces it to the class, the first pupil says *u*, the second *t*, the third pronounces the syllable *ut*; the fourth then says *t*, the fifth *e*, the sixth *r*, the seventh says *ter*, the eighth *ut*; the ninth says *i*, the tenth *n*, the eleventh *g*, the twelfth *ing*, and the thirteenth pronounces the whole word *uttering*:—or the first spells a syllable, *u, t*, the second pronounces it *ut*, the third the next syllable, *t, e*, *r*, the fourth pronounces it, *ter*, and the fifth joins them into *utter*, and so on. This mode has been recommended by many teachers, and it undoubtedly serves to arrest and fix attention, both on account of its novelty and because the whole class must hear the word and keep it in mind, otherwise the pupils, to whose lot it falls to spell the last part of it, will not know what they have to do. It is putting out to them a word, a minute before they have to spell it, and in the mean time, they must hold the whole word fast in their minds, and be able to hit the right letter or syllable, when their turn comes respectively.

Another mode, sometimes recommended, is that of simultaneous spelling. This may rouse up listless and inactive minds, as the steps of a weary man is quickened by a strain of music. Possibly one other advantage may sometimes be derived from it. There are scholars in many of our schools, who can hardly be made to speak audibly. Through timidity or coyness, they only breathe and whisper what they have to say: they desire to spell the words *confidentially*. This spelling by platoons may embolden the timid to utter a volume of voice, not to be obtained from them alone, as a frightened boy may discharge a gun with a battalion of soldiers, who would be afraid of its report, if not drowned in the volley. But on the other hand, it is easy, in such a case, for one who does not know how a word is spelled, to sink his voice, when he comes to the doubtful letters, sheltering his silence under the noise made by the rest.

But the best way of spelling, by word of mouth, which we have ever known, is for the teacher to put out a word to a class, and then wait just long enough for each scholar to spell it *mentally*, and then name a particular scholar to spell the word *orally*. And the utility of this plan increases just in proportion to the number belonging to the class. It fixes the attention of every scholar, for not one of them knows but he shall be called upon to spell the word. It forbids all wandering, and betrays it, if committed. If the class consist of twenty, twenty minds are at work, the moment the word is uttered by the teacher. In the ordinary way of putting out words to a class in rotation, if the class consist of twenty, as soon as one scholar has spelled a word in his turn, he knows that twenty others are to spell before his turn comes again: and away goes his mind, skating, bird's-nesting, or playing tops or marbles, until, "in the course of human events," he perceives that another word is coming to him. In the mode first described, each scholar attempts in his mind, the spelling of each word: in the latter, each scholar seldom does more than spell one word in twenty. Compared with the latter process, the former condenses the labor of twenty days into one. Spelling by rotation ought never to be practised, except, perhaps, in the smallest classes of the very youngest children.

The mode of spelling by writing the words put out, on slates or paper, has been so often described, that there can scarcely be a teacher in the state, unacquainted with it. We make but a single remark as to the mode of examining the words, after they have been written. When a list of sufficient length has been written, all the slates or papers may be left with the teacher for his inspection: or he may take one slate or paper from the right or left, and then let each scholar pass his list to his right or left hand fellow. After this is done let the words be read or rather spelled, in order as they are written, and let each deviation from the true orthography be marked for correction.

But we now come to the consideration of a point, the neglect of which will deprive any spelling process of nine-tenths of its value. The main reason, why children do not learn to spell faster, except when they spell for places and prizes, is, that the consequences are about the same to them whether they spell right or wrong. If, when spelling orally, one scholar misses a word, as it is called, the next spells it, and there the matter ends. So if a mistake is made in spelling on slates, it is corrected, and then it passes into oblivion.

Now this is a wide departure from all the laws of Nature, which invariably attach some inconvenience or suffering to error. If the lesson be not too long—and this demands discretion on the part of the teacher—then the erroneous spelling of a word betrays a blamable neglect in the study of it, and this neglect ought to be followed with some substantial inconvenience. Whenever there is reason to believe that such neglect has existed, let the scholar be sent from his seat to write the missed word correctly on the black-board—the others continuing their recitations, as before, or oblige him to keep a book or piece of paper on which to enter all his missed words: or make him write the words on a slip of paper and carry them in his pocket a day or two, so that he shall have the correct spelling somewhere about his person, until he will secure it a place in his head. Let the words stand on the black-board to be spelled aloud the next day, or make the pupil produce his list of missed words, and read and spell them again; or try him from day to day on the words he carries in his pocket, and let him fling away the slips of paper containing them, as fast as he provides a secure place for them in his mind. No scholar will long fail to get the true spelling of words, if the inconvenience of missing them becomes greater than the inconvenience of learning them, and if the first inconvenience is made a direct consequence of the neglect to learn them.

Perhaps it will be asked, what shall be done with a boy who does not spell half his words correctly? We answer, let him be removed to another class. He is altogether out of his place, amid words, one-half or one-quarter of which he cannot spell.

Of the practice of arranging classes in military order, and spelling for places and rewarding the pupil at the head, we cannot now speak, further than to say, that we believe its effect in a great majority of cases is to injure the social and moral feelings of the pupils:—leading to pride and arrogance on one side, and to envy and ill-will on the other. Besides, this stimulus, though strong, applies to but few. If the class consists of twenty or twenty-five scholars, shaking them to-

gether for a week will pretty nearly determine, who are to remain at the top and who will sink irrecoverably to the bottom. Some half dozen, perhaps, will enter the lists on nearly equal terms:—victory some days perching on one head, and some days on another. But this is not always so. Sometimes one, who has great power over language, will plant himself at the head of the class, and stand there, like an eight-day clock, always striking the true sounds at the right time. In our school-going days, we remember, there was one boy, who would work his way to the head of his spelling class, and remain there during the whole school, unopposed, undisputed, and undisposible, holding on, like the letter *A* at the head of the alphabets. The consequence was, that the great majority of the class were poor spellers.—*Mass. C. S. Journal*.

We learn to spell, chiefly, if not exclusively in order that we may be able to write correctly: that method, therefore, which will most speedily and effectually enable us to carry the relative situations of the letters in the mind, so that whenever we wish to express our thoughts on paper, we can do so without misplacing them, is certainly the best. Now, as writing a word is a slower operation than *orally* spelling it; and as the mind is obliged in that exercise to dwell longer on the relative situation of every letter, than it is in mere pronunciation, the *orthography* of the word must be more deeply impressed on the memory by writing, than it can be in any other way. When, therefore, the learner has become able to write, this mode of teaching him to spell should by no means be neglected.

Reading should invariably precede spelling. I do not mean that the child should be kept a long time in learning to read, before he commences spelling; but that he should never be set to spell a word until he has first become able readily to read it. The reason is, that reading is much easier than spelling, and that a person cannot spell by thinking how a word sounds, but he must recollect how it looks. The eye, therefore, as well as the ear, must become familiar with a word, before it can readily be spelled. One thing that renders reading easier than spelling, is, that perception is more vivid and distinct than conception. Hence it is easier to distinguish two similar words, as *cat* and *rat*, or *eat* and *tea*, when the eye is fixed upon them in reading, than it is to recollect the difference in their orthography, when they are absent from the eye.—*Parkhurst*.

The plan pursued at the Model School in the Borough Road, which plan is fully explained in the Manual of the society, is perhaps the best that can be devised.

The pupils are expected to spell, read, and explain every word. Suppose, for instance, the word to be "he." The first boy would say *h, e, he*; and the second boy would, without giving a regular definition, express his sense of its meaning. He may be supposed to say, "him," or "not me;" or, putting it in a sentence, say, "he is here." Any answer which indicates a knowledge of the word should be accepted, however homely, either in language or illustration. The same remark applies to all the definitions they give; if they idea be correctly received, repeated demands for explanation will soon lead to more suitable language and more correct definitions. The two principal points to be attained by the pupil, are, the comprehension of the meaning of term, and the power of expressing that meaning in suitable language.

HOW TAUGHT IN BOROUGH ROAD SCHOOL, LONDON.

Mind. Spell mind. What is mind? The thinking part of man.—What is the most important subject we can think about? Religion.—What is religion? Thinking about God and doing his will.—What do you think you ought to do? Pray to him, praise him, keep his word.—What do you mean by keeping his word? Obey what he says.—Where do you find what God says? In the Bible.—What is said there that we ought to do? To love God, to fear him.—Another boy: To love our parents, to love one another.—Ought you to hate any thing? Yes, sin.—What is sin? Breaking of God's law. Another: Wickedness.—How could you sin against your father and mother? By not doing what they did us, not to love them.—Tell me something you might do in school that would be sin. To strike a boy, not mind our monitor.—If a boy was to strike you, what ought you to do? Forgive him.—How often? Always.—Who was struck and would not strike again? Jesus Christ.—Who struck him? The soldiers.—What did Jesus say when he was ill used? Father, forgive them; they know not what they do.—What part of the Lord's Prayer speaks of forgiveness? Forgive us our trespasses.

Manufacture. What is manufacture derived from? *Manus*, the hand; *factus*, made.—What does it mean? Things made by the hand.—Tell me something manufactured? Linen from flax; earthen ware.—Tell me some country in which flax used to grow? Egypt.—Does it grow now in England? Yes.—What is flax? A tall plant.—How is it prepared for the purpose of making linen? First by soaking, then by separating the fibres by beating.—What country in England is famous for linen manufactured? [The children here described the process of pin making.]—Are pins always made by the hand? No, by machinery.—What is the place called where machinery make things? A factory.

An admirable method of teaching spelling, not noticed above, is to read a short sentence, and then require it to be spelled, word after word, by the class. Thus: the teacher reads, "Take care thoroughly to understand whatever is read." The first pupil repeats the sentence, that the class may all hear and be ready. The next pupil spells "take," the third "care," the fourth "thoroughly," and so on, until the sentence is spelled, when the next pupil again repeats the sentence. This is one of the best methods in use as it compels constant attention, awakens interest and improves the memory. We confidently recommend it to all. Then should follow questions on the meaning of the sentence.

READING.

The general opinion is, that reading can be acquired by no other means than through the use of the spelling-book

No one seems, for a moment, to doubt the truth of the proverb, "We must spell, before we can read." This, however, is a point well deserving serious examination. For it is here, that nearly all the bad habits that prevent intelligent reading have their origin. Let us, then, candidly inquire, whether it be really necessary "to spell, before we can read;" whether, in fact, spelling, that is, naming the letters, be of any assistance, whatever.

Commencing with the elementary syllables, then, *ab, eb, fb, &c.*, let us carefully note the sounds of their constituent letters, and joining them, observe whether they have any resemblance to the sounds of the syllables: thus *a, b*, will be found to make *ab*; *e, b*, to make *eb*; *i, b*, *eyeb*; *o, b*, *ob*; and *u, b*, *youb*. Now, what resemblance is there between the sounds *ab* and *eb*; *eyeb* and *ob*, &c.? Evidently none.

The same discrepancy will be found to exist, on comparing the sounds of words with those of their constituents. For instance: before a child is allowed to read the word *bat*, he is directed to say *ba-ai-tee*; before *cat*, *see-ai-tee*; *mat*, *em-ai-tee*; *rat*, *ar-ai-tee*; *sat*, *ess-ai-tee*; and, before he is allowed to pronounce which, he is required to say *doublyou-aitch-ey-see-aitch*. But, least it should be supposed that an unfair selection of words has been made, in order to place the subject in a ludicrous point of view, let us examine a line, with which we are all familiar,—the initiatory sentence in Webster's old spelling-book,—

"No man may put off the law of God."

The manner in which we were taught to read this,—and this manner still prevails in most of the schools,—was as follows:

En-no, no, em-ai-en, man, em-ai-ny, may, pee-you-tee put, o-double-ff, of, te-aitch-ee, the, ell-ai-double-you, law, o-ff, of, gee-o-dee, God.

What can be more absurd than this? Can we wonder, that the progress of a child should be slow, when we place such unnecessary impediments as these, in his way?

The fallacy on this subject lies within a nut-shell. It arises wholly from confounding the names with the powers of the letters. If these were similar, there might be some excuse for a course of this kind; though even then it would be highly objectionable, on account of the sense being destroyed by the recurrence of barren sounds between every word; but, when the names of the letters and their powers are so different, a perseverance in this system of tuition is wholly inexcusable.

IN BOROUGH ROAD SCHOOL, LONDON, HOW TAUGHT.

BOY READS—"For this God is our God for ever and ever; he will be our guide even unto death."

What God is this? Our God.—Is he any other people's God? Yes, those that believe in him.—What are those people called who do not believe in him? Atheists.—What do some people make to worship as a god? Images.—What are these people called? Idolaters, Heathens.—In what parts of the world are people heathen? In China, in Hindostan.—What are those people called who go to preach the true God? Missionaries.—What did the Jews call God? Jehovah.—What sort of a being is God? He is holy. Another boy: He is wise. Another: He is good, he is omnipotent.—What is that? Able to do every thing.—How long is he our God? For ever and ever.—What has he given for our guide in his will? One boy: The Bible. Another: The commandments. Another: Sent Jesus Christ. Another: Ministers to preach. Another: A church.—What else to act on our minds? The Spirit of truth; Christ, "the true light, that lighteth every man that cometh into the world." Another: The Holy Spirit. Another: The Holy Ghost.—What for? To guide us, to comfort us, to show us we are sinners.

BOY READS—"Servants, obey your masters in all things, according to the flesh; not with eye service, as men please; but in singleness of heart, fearing God."

What is meant by servants? One who serves another for wages.—What is he called who serves another without wages? A slave.—Is it right that we should serve another without wages? No; "the laborer is worthy of his hire."—What are you to do to your masters? Serve them well in all things.—Are you to obey them in every thing they tell you? No, yes, [hesitation.] A boy: In all lawful things.—Who are masters according to the flesh? Our earthly masters.—Who else is our Lord and Master? Jesus Christ.—What is meant by eye service? Only to work when your master looks at you.—How ought you then to serve your masters? As well when they are not looking at you as when they are.—What is meant by men pleasers? People who care about pleasing only men.—What is singleness of heart? Having only one motive, and that the right one, the love of God.

IN PRUSSIA HOW TAUGHT.

They are now prepared to commence reading. The letters are printed in large form on square cards, the class stands up before a sort of rack, the teacher holds the cards in his hands, places one upon the rack, and a conversation of this kind passes between him and his pupils: What letter is that? H. He places another on the rack.—What letter is that? A. I now put these two letters together, thus (moving the cards close together.) HA.—What sound do these two letters signify? H. There is another letter.—What letter is that? (putting it on the rack.) R. I now put this third letter to the other two, thus, HAR.—What sound do the three letters make? H. There is another letter.—What is it? D. I join this letter to the other three, thus, HARD.—What do they all make? H. Then he proceeds in the same way with the letters F-I-S-T; joins these four letters to the preceding four, HARD-FIST, and the pupils pronounce *Hard-fist*. Then with the letters E and D, and joins these two to the preceding eight, and the pupils pronounce *Hard-fisted*. In this way they are taught to read words of any length—(for you may easily add to the above, N-E-S-S, and make *Hard-fistedness*)—the longest as easily as the shortest; and, in fact, they learn their letters; they learn to read words of one syllable and of several syllables, and to read in plain reading by the same process at the same moment. After having completed a sentence or several sentences with the cards and rack, they then proceed to read the same words and sentences in their spelling-books.

The object of these exercises in this part of the course is to acquire the habit of reading with accuracy and readiness, with due regard to punctuation, and with reference to orthography. Sometimes the whole class read together, and sometimes an individual by himself, in order to accustom them to both modes of reading, and to secure the advantages of both. The sentence is first gone through within the class by distinctly spelling each word as it occurs; then by pronouncing each word distinctly without spelling it; a third time by pronouncing the words and mentioning the punctuation points as they occur. A fourth time the sentence is read with the proper pauses indicated by the punctuation points, without mentioning them. Finally, the same sentence is read with particular attention to the intonations of the voice. Thus, one thing is taken at a time, and the pupils must become thorough in each as it occurs before they proceed to the next. One great benefit of the class reading together is, that each individual has the same amount of exercise as if he were the only one under instruction; his attention can never falter, and no part of the lesson escapes him. A skillful teacher, once accustomed to this mode of reading, can as easily detect any fault, mispronunciation, or a negligence in any individual, as if that individual were reading alone.

The process is sometimes shortened, and the sentence read only three times, namely, "according to the words, according to the punctuation, according to the life."

IN ENGLAND—HOW RECOMMENDED—BY DUNN.

It has often been observed, (and certainly not without sufficient reason,) that very few persons read well! To read simply and naturally, with animation and expression, is indeed a high and rare attainment. What is generally called good reading, is, in fact, the very worst kind of reading: I mean, that which calls the attention of the auditor from the subject of the discourse to the supposed taste and skill of the person who is pronouncing it. The best window is that which least intercepts the prospect; and he is the best reader who brings before us the mind of the author, unencumbered by the tints and tracery of his own style and manner. Still, it must be remembered that with most persons reading is an art. The best readers are those who have most diligently studied their art—studied it so well that you do not perceive that they have studied at all. You so thoroughly understand, and so sensibly feel the force of what they say, that they never think for a moment how they are saying it; and you never know the exact extent of your obligation to the care and labor of the elocutionist. In many schools, little can be done beyond teaching the pupil to read in a plain and intelligent manner—to pronounce with general correctness, and to avoid offensive tones. You may probably wish to have a few rules, by attention to which this degree of proficiency may, in most cases, be secured. I will only mention four.

1. Take care that the pupil thoroughly understands that which he is directed to read. This is absolutely essential to his success. If he do not fully comprehend the thought, how can he be expected adequately to express the language in which it may be clothed? Attention to this point is just as important in the lowest as in the highest class. Indeed, it is there, in the lowest class, that the habit of fully comprehending in the mind that which is presented to the eye must be formed. The great evil of putting before children unmeaning combinations of letters, such as "bla, ble, bli, blo, blu," and all the rest of this ridiculous tribe, is, that in reading them, a habit is formed of separating the sight and sound of words from sense, a habit which frequently cleaves to the mind long after the days of childhood have passed away. If therefore you would have a sentence well read, read so as to be understood and felt by the hearer, take care that the reader himself both understands and feels it. The progress of your pupils, too, will by this means be greatly facilitated. "He who is taught the habit of carrying the sense along with the sound, is armed with two forces instead of one, to grapple with the difficulties he encounters—the one, his knowledge of the letters and syllables, and the other, his knowledge of the story."—Pillans.

2. Remember that the tones and emphasis which we use in conversation are those which form the basis of good elocution. Children should therefore be instructed to read as they talk. How often do you find young people describing with an ease and vivacity which is truly charming, events which, if read by them in the very same terms, from a book, would be insufferably dull and uninteresting.

3. Guard your pupils against rapidity and loudness. A rapid and noisy reader is of all others the most disagreeable, and, at the same time, the most unintelligible. Insist therefore upon a slow and distinct enunciation of every word; without securing which, it will be impossible to obtain correct pronunciation, good emphasis, or suitable intonation. Slow reading in a subdued tone of voice, is always most agreeable and impressive; in the reading of the Holy Scripture, the boisterous fluency which ignorant persons so frequently applaud, is irreverent and offensive.

4. Do not permit too much to be read at one time. A good teacher can profitably occupy twenty or thirty minutes over a page, without at all wearying his children. He will often say, "I perceive you do not quite understand that passage; read it again." Then he will require definitions of the leading words, their synonyms and their opposites. Then perhaps he will have the sentence analyzed or paraphrased; and after this, he will thoroughly explain every incidental allusion, whether geographical, historical or biographical, which may be involved in the passage. All this, it may be, must be done before that which is read can be thoroughly understood, and he knows (to return to the point whence we set out) that until it is understood it can never be properly read.

AS RECOMMENDED BY A COMMITTEE MAN.

An intimate acquaintance of twenty-five years with the schools in this town in which I reside, enables me to know something of the defects in our common school education. One of the greatest defects, that has come under my observation, is, the manner which usually prevails in instructing children to read. Good reading is to be regarded as the most important branch of education. It is, indeed, a great accomplishment; and youth is the season, and the common school is the place for acquiring it. It is obvious that so difficult

and important an attainment cannot be made without great attention to the sentiment of the writer, and to those elementary rules given in regard to the pauses, emphasis, cadence, and the various inflections of the voice. Neither are rules alone sufficient. It is necessary that the teacher give an example of their application in his own correct manner of reading. The scholar will learn to place the emphasis properly, and to regulate the inflections of his voice as the sentiment requires, by having a pattern to imitate, when he may not be successful in applying his rules. It is, therefore, as requisite that the teacher read daily with the class under his instruction, as it is that the instructor of vocal music should sing with the choir under his direction.

Learning to read is, in fact, something like learning to sing. There must be compass and volubility of voice in the one exercise, as well as in the other. The teacher in music does not expect his scholars, in every instance, to strike every note aright, though they have learned to call its name. He requires them to go through one strain first, and to give every note its true sound, before they proceed to another. In this way, he drills them through the tune—often assisting them to make every intonation correct, by the example of his own voice. Having accomplished one tune, he then, in the same thorough manner, teaches them another and another, and thus he makes them accurate and accomplished singers.

A similar method is to be adopted in order to make good readers. The teacher should not suffer a single sentence to be passed over, till every scholar in the class is able to read it correctly—observing every pause, emphatic word, and inflection aright. The whole exercise may often be confined to a few sentences—each scholar repeating the same, and thus making each master of every passage in the lesson. This practice will serve to cure that rapid, monotonous manner, which is so great a blemish in the reading of very many, who, like Hamlet's players, "tear" a sentiment "to tatters, to very rags," giving the hearer more pain than edification. The object of going to school is to learn to read, and not to race through the class-book. To accomplish the object intended by a reading exercise, it is not necessary that a large field should be travelled over. This object will be more likely to be attained by reading a short lesson well, than in passing over several pages in a loose and imperfect manner.

It is very obvious that a person would never make an accurate singer, were he, in the incipient stage of his instruction, to pass from tune to tune, without having every small error corrected;—yet this might as well be expected, as that one will become a good reader by rambling through lessons after lesson in the usual way. Often on visiting a school, when inquiry is made in regard to the reading, the teacher will reply, that the class have read through the book so many times—just as if their proficiency in that branch was to be measured by the number of times they had been through the book. And it is assigned as a reason why an old reading-book should give place to a new one, that the class have read it through so many times, that it has become quite an old story; when, perhaps, they cannot read a single chapter as it should be read to give the spirit and glow of the writer.

As it is good music only that can delight the ear, so it is good reading only that can afford instruction and entertainment to the hearer. Indeed, good reading is music. There is a richness and sweetness in it that charms the hearers. Good reading does not consist in a stentorian voice, but in a medium elevation, accompanied with a clear and distinct articulation; every inflection being agreeable to nature, and the emphasis so placed as forcibly to express the sentiment. It is greatly to be desired that more attention should be given to this important branch of education, that the evil of dull speakers and poor readers, so long endured and so much complained of, may, in a good measure, be removed.—A School Committee Man.

IN EDINBURGH SESSIONAL SCHOOLS—HOW TAUGHT.

As the pupil advances, each passage is subjected to a more minute analysis, as for example:

"How shall I describe to you the vast variety of wonderful and romantic prospects that we have seen since we came into Switzerland? These charming views are varied with mountains, whose snowy heads seem to reach the skies; craggy rocks and steep precipices, with forming torrents gushing from the crevices in their sides, delightfully intermingled with beautiful valleys, adorned with groves of fir, beech and chestnut; clear lakes, rapid rivers, cataracts, and bridges of one arch, extending a surprising width from rock to rock. The cultivated parts of the mountains are covered with villages and scattered cottages; and then, the insides of the cottages are so very neat, and look so comfortable, that I should like to live in some of them that are situated in the most delightful spots, were it not for the dread of being swallowed up in one of those enormous masses of snow, that frequently roll from the tops of the mountains, and destroy everything in their way. In going to the tops of the mountains of Switzerland, you may enjoy all the seasons of the year in the same day." &c.

After reading the passage, the children are required to recapitulate, in their own language, the substance of what they have read, and describe the peculiar character of the Swiss scenery, the interior appearance of the dwellings of the peasantry, the particular dangers to which they are exposed, the variety of climate and its cause, and to mention any other scenery of a similar kind which is nearer home; such, for example, as the highlands of Scotland. But, as the passage is read in school, not merely for the purpose of communicating to them the direct information which it contains, however interesting in itself, but like all the other passages which they read to render them familiar with their own language, to act as a vehicle for the communication of general knowledge, and as a field for examination on that which has formerly been communicated, they are also called upon to answer some such questions as the following, or at least, as many of them as the pupil is not already acquainted with, or the time specially set apart for such examination will permit.

What is Switzerland? What are its boundaries? What is the literal meaning of the word "describe?" What does the

first part of that word signify? Can you give any other examples of that syllable having the same signification? (such as *descend, depress, degrade*.) What does the termination "scribe," signify? Can you tell any of its other compounds with their various meanings? (Here the pupil will mention and explain the words, *inscribe, prescribe, subscribe, superscribe, circumscribe, proscribe, conscribe, ascribe*.) What is meant by "variety?" From what verb does it come? What other words are derived from this verb? What is the meaning of "romantic?" From what word does it come? What is a "prospect?" What does the syllable *pro* signify? Can you give any other example of it? (such as *progress, project*.) What does the termination *spec* denote? Mention some of the other words from the same root, (such as *aspect, retrospect, circumspect, inspect, expect*.) What word signifies, "that can be seen?" and the opposite? What is the difference between a "mountain" and a "hill?" What is the diminutive from *hill*? What is an inhabitant of the "mountains" called? What is the adjective from "mountain?" Mention some of the principal mountains of Switzerland? What other name is given to "heads of mountains?" What are "craggy rocks?" What are "precipices?" Do you know any other words from the same root? What are "torrents," and "cascades?" What is meant by "intermixed?" What does the first part of that word denote? Give some other examples of its application, (such as *internal, intermediate, intercede*.) What are "valleys?" Does the adjective "beautiful," ever take any other termination? What is the verb from it? What are "lakes?" What are they called in Scotland? Mention some of the principal lakes in Switzerland, describing their respective situations. Mention also, in like manner, some of its principal "rivers?" What are "cascades?" What is the literal meaning of the word "extending?" What does the former part of that word signify? Can you give any other examples of its application? (such as *extract, expel*.) What does the latter part signify? Can you mention any of its other compounds? (such as *distend, pretend*.) What do you mean by "cultivated?" What word expresses the art of cultivating fields? and art of cultivating gardens? What are "villages?" What is the inhabitant of a village called? What do you call a smaller collection of houses than a village? What do you mean by "scattered cottages?" Is there any difference between a "cottage" and a hut? or what? Could you express "the insides of the cottages" in any other way?—Wood's Account.

PENMANSHIP.

"Writing must be zealously practised according to the briefest and best system yet adopted, and the pupil habituated gradually to write down words on his slate."—Nimpton.

If the directions above given for learning to read be followed, the pupil will, from almost the very beginning of his course, have occasion to write. He must therefore be taught as early as practicable the written characters. This will be a natural and almost necessary step with the teacher, who makes the use he ought of the blackboard. For this purpose, the child must be taught the italic letters, and shown that the written characters differ from them only in certain particulars, and that more convenient forms are substituted for *f, g, z, and x*. The constant use of the pencil and slate will be the best possible preparation for the use of the pen. And the pupil, long accustomed to their use, will acquire almost necessarily those most important requisites in writing, legibility, rapidity, and compactness.

When paper and a pen are substituted for the slate and pencil, pains should be taken to form correct habits of holding the pen. The following directions, from the Teacher's Manual, are worthy of being observed: "Every child should be shown how to hold and move his pencil, and how to sit at his desk while writing, as soon as he enters school. The body should have a regular slope from the seat to the crown of the head; no bend. The seat should be so far back as to allow of this position. The left arm should rest on the desk. The right should rest on a point a little below the elbow, the little finger slightly touching the desk, but not pressing on it. The pen or pencil should lie on the second finger, and be held, not too firmly, by that finger and the thumb. The forefinger should rest on the pen or pencil, to keep it steady. . . . The motions should be" principally "made with the forearm. The downward motions should be all parallel. . . . The ends of the *r, o, v, and w* should not descend, lest they degenerate, as they are very apt to do with rapid writers, into *n, a, and u*. For the first week or two, the teacher, standing or sitting where he can see all the writers, should keep a constant eye upon them, to see that all the positions and movements are steadily kept.

"The first beauty in writing is legibility. Everything should give way to this. Flourishes may be useful in giving freedom of hand, but they should be practised by themselves, and never introduced into writing, least of all in a signature. The plainer the writing, the more difficult to counterfeit it."

The next beauty is compactness. So far as is consistent with perfect legibility, the greater the number of letters taken in by the eye at a single glance, the better for the writer and for the reader.

The style of writing should, in the next place, be such as is capable of great rapidity of execution. The round text hand, formerly so common, and so beautiful as an object of art, is objectionable on account of the time required to execute it well. For the purposes of the man of business and of the scholar, a ready, simple, and swift running hand is very important. Such a style will be the natural consequence of the constant use of slate and pencil in writing.

If to this quality it be thought advisable to superadd that of elegance of shape in the letters, they may be analyzed, and the elements given in distinct lessons. These should be carefully formed on the blackboard, to be imitated by the class in their books. The first lesson may be the straight line, the important element in the letters *h, k, p, and q*. The second may be the straight line with the curve at the bottom, the most important element, as it occurs in fourteen or fifteen letters. The straight line with the curve at the top is an element in three letters; that with the curve at top and at bottom, of seven. The *o* is also an element of seven; the end of the *r* of four; the *j* of three. Then there are the irregular characters *c, f, t, s, z, and x*.

In giving lessons in writing on the blackboard, it is well to represent several characters, one giving the letter and its

element just as it should be, the others exemplifying the usual mistakes that are made in forming it. The comparison of these will teach the pupil how to avoid what is faulty, and form his eye and his hand to what is most correct and beautiful. When all the letters can be correctly formed and joined together in current hand, practice only is necessary to make good writers. This may be given in copying well-written or engraved slips, and still better, by requiring all written exercises to be neatly and carefully performed. In using a copy-book, let them write at first only on the left-hand page, and after having gone through the book, begin again, and write on the opposite page. They can hardly help desiring to make this better than what they had written some weeks, perhaps, before.

IN PRUSSIA—HOW TAUGHT.

The pupils are first taught the right position of the arms and body in writing, the proper method of holding the pen, &c., and are exercised on these points till their habits are formed correctly. The different marks used in writing are then exhibited to them, from the simplest point or straight line to the most complex figure. The variations of form and position which they are capable of assuming, and the different parts of which the complex figures are composed, are carefully described, and the student is taught to imitate them; beginning with the most simple, then the separate parts of the complex, then the joining of the several parts to a whole, with his pencil and slate. After having acquired facility in this exercise, he is prepared to write with his ink and paper. The copy is written upon the blackboard; the paper is laid before each member of the class, and each has his pen ready in his hand awaiting the word of his teacher. If the copy be the simple point, or line, the teacher repeats the syllable *one, one*, slowly at first, and with gradually increasing speed, and at each repetition of the sound the pupils write. In this way they learn to make the mark both correctly and rapidly. If the figure to be copied consist of two strokes, (thus, *1*), the teacher pronounces *one, two, one, two*, slowly at first, and then rapidly as before; and the pupils make the first mark, and then the second, at the sound of each syllable as before. If the figure consists of three strokes, (thus, *1*), the teacher pronounces *one, two, three, and the pupils write as before*. So when they come to make letters; the letter *a* has five strokes, thus, *a*. When that is the copy, the teacher says deliberately, *one, two, three, four, five*, and at the sound of each syllable the different strokes composing the letter are made; the speed of utterance is gradually accelerated, till finally the *a* is made very quickly, and, at the same time, neatly. By this method of teaching, a plain, neat and quick hand is easily acquired.

IN CONNECTICUT—HOW TAUGHT IN A DISTRICT SCHOOL.

I would have no writing during the forepart of the day unless it was by some advanced scholars, and for the reason, that the ink is generally frozen and the scholars' fingers are cold and stiff. I would attend to reading, spelling and the other lessons during the forenoon, and in this way I should have more time to attend to each branch than I should upon the old plan of reading twice in the forenoon and twice in the afternoon: from two to three I would attend to writing and every scholar should write, or make attempts at writing, and in order to do this every scholar that is not qualified to write on paper should be furnished with a slate ruled upon one side, the same as a coarse hand writing-book, with some sharp instrument. Each scholar that writes upon a slate should be furnished with a copy written and pasted on a piece of paste board, or engraved copies prepared on purpose can be obtained at little expense. To the very smallest scholars give only the capital letters to copy. They will not at first make any thing that looks like letters and if they do not, it is better for them than it is to set idle as they now do most of the time. By pursuing this course, the very smallest scholars will in a short time form very good letters. Children will learn to form letters with a pencil better than they can with a pen, and they will not be as liable to acquire habits of scribbling as most scholars are apt to. Each scholar that writes in this manner should be furnished with a long pencil which they can hold like a pen.

During this hour the teacher will have nothing else to attend to but writing, and as the slate writers will not require much attention, he can do better justice to those who write on paper. They require strict attention. Every scholar should be able to write a handsome copy on a slate before he is permitted to take a pen. The teacher should promote them to writing on paper as they make sufficient improvement. By this method every scholar will attend to writing one hour in a day, which is as much time as can be spared if the other branches are properly attended to. I have known scholars, ten years of age, trained to writing in this manner, who would write a copy on a slate equal to a copperplate engraving. If any one doubts this, I will send a sample to the editor of this paper. I have merely glanced at the mode of bringing children forward in writing. It cannot be expected that small children will become excellent writers in a moment, no more than good mathematicians.

IN MASSACHUSETTS—HOW RECOMMENDED.

Hitherto the practice has generally been for the scholar to take his writing materials and pursue his exercise, while the teacher was engaged in hearing recitations, giving no attention to those who were writing, other than mending their pens, and hasty directions how to hold them. Experience proves that in this way, little if any progress will be made in acquiring the art. The immediate supervision of the teacher is as necessary in this, as in any other exercise in the school. It is therefore recommended, that, hereafter, a portion of time, perhaps one hour in a day, or one or two days in the week and in the afternoon, should be exclusively set apart for this exercise: and the remainder of the school be dismissed, so that the undivided attention of the instructor may be given to those who are learning to write.

IN THE BARRE NORMAL SCHOOL—HOW TAUGHT.

A very decided improvement in the mode of teaching the art of chirography, or handwriting, is practised at the Barre Normal School. It is as follows: A large blackboard is placed in front of the writing class. Four horizontal and pa-

ral lines are drawn upon it. These lines are like the four lines found in ordinary ruled writing-books; and they are drawn at greater or less distances from each other, according to the size of the letters proposed to be made; that is, the upper and lower lines are intended to give the letters a uniform length, and the two intermediate ones show where a succeeding letter should branch off from a preceding, &c., or where one part of a letter should be joined to another part of the same letter.—as where, for instance, in the letter *a*, the *i* should be united to the *o*. A letter is then selected for the lesson. Suppose it to be the letter *a*, in coarse hand:—the teacher makes eight, ten, or a dozen, at his pleasure, with a chalk pencil, upon the blackboard. One of these letters he makes as perfect as possible; but each of the others is made to deviate from the pattern letter:—one to extend a little above the upper line, another to fall a little below the lower one; one not to reach the upper line, another to reach the lower:—in one, the swell of the *o* part of the *a* should be too full at the top, in another at the bottom; in one the curve or bend should be too acute, in another too broad; in one, the inclination or slant should approach the horizontal too much, in another the perpendicular; and so forth, and so forth, until the infinite forms of wrong are sufficiently exhausted. That the letters may be distinguished, let them be numbered, 1, 2, 3, 4, &c. We will suppose the model letter to be the fifth in the series. The class being all arranged in full view of the board, with their writing materials before them, the teacher proposes the following question: "Which of all the letters upon the board is the most perfect?" and, waiting a moment, until every pupil, with eyes fixed upon them, has had time to form an opinion, he then names the scholar who is to answer the inquiry. The scholar will probably reply, *the fifth*; if not, then the teacher inquires, whether any in the class are of a different opinion, and, if so, it is signified by the holding up of the hand, or by some other customary sign. After a unanimity of opinion is established as to the pattern, or model letter, the teacher begins with No. 1, and inquires of the whole class, in what its defect consists. After waiting a moment, as before, to allow every scholar to form his judgment, he calls upon one to answer the question. The scholar describes what he supposes to be the error in the formation of the letter. If the answer is incorrect, then the general question is put, whether all agree in the opinion expressed, and the matter is discussed and settled, as before. But if the answer should be correct, then the teacher proceeds, without delay, to No. 2. The same course is taken with regard to all the remaining imperfect letters. After the whole series has been thus disposed of, the teacher, with more or less minuteness, as he may judge necessary, recapitulates what has been decided, in regard to each letter. "You all say, that No. 1 fails to be a perfect letter, on account of this excess; No. 2, on account of this defect; but that No. 5 comes near being a perfect letter. Now, fill a line of your writing-books with this letter, in which all the faults you have specified shall be avoided, and all those beauties you have named shall be copied." The pupils then write a line, and the teacher inspects their work. Wherever the teacher finds that a pupil has deviated from the model letter, or has made one resembling one of the imperfect letters, he calls his attention, specially and distinctly, to that point; he shows the pupil how he has violated his own rules, gone contrary to his own decision and judgment, copied a letter (pointing it out) which he had declared to be incorrect, and failed to imitate what he had pronounced a model.

Such lessons may be repeated, with any number of variations, until the pupils are exercised, not only on all the individual letters, but on the various combinations of them, into syllables and words;—exercised in regard to the letters, *d, h, g, f, p, q, y, &c.*, and the manner in which one letter should be connected with another, the proper spaces between letters in the same word, between different words, &c. &c.

The waste in our schools, both of time and materials, in learning to write, is a subject of very general complaint; and even, after all the expenditure of time and stationery for acquiring the art of writing well, it is not acquired. Whoever occupies a situation where his duty requires him to read the petitions, remonstrances, &c., presented to our legislative bodies, or to examine heavy files of any kind of public manuscript documents, we venture to affirm, can never execute the task *without tears in his eyes*;—for, if sorrow does not excite them, straining will. So little success, indeed, do teachers ordinarily have, in perfecting their pupils in this important branch, that intelligent school committees have seriously proposed to abandon it altogether, during the ordinary school term, and, as a substitute for teaching it in the school, to expend a portion of the public money in hiring a professional writing-master, to make a circuit through the districts, and give instruction in this branch alone. Were the mode above described adopted and skillfully pursued, we believe it would supersede the necessity and save the expense of hiring an additional teacher, while it would increase many-fold the proficiency of the scholars in this useful branch of a common school education.—Mass. C. S. Journal.

GEOGRAPHY.

IN ENGLAND—HOW RECOMMENDED.

Every one says that geography is one of the most useful things that can be learnt; yet nothing is learnt so ill, because nothing is taught so ill. Look into any of the elementary books of geography, and read what is said about England.—First, we are told that it is divided into forty counties; then, perhaps, follows an account of the several law circuits; and then, after some short notices about religion, government, produce and manufactures, there are given lists of the chief towns, mountains, rivers and lakes. But all these things are given without any connexion with each other, and it is a mere matter of memory to recollect what is no more than a string of names. And if a man does recollect them, still he is not much the wiser for them; he has got no clear and instructive notions about the country, but has merely learnt his map, and knows where to find certain names and lines upon it.

If we wish to know geography really, we must set about it in a very different manner. Take one of the skeleton maps* published by the Useful Knowledge Society; there

*Excellent maps of this description have been published at Hartford, by Mitchell & Co.

is not a single name upon them, nothing is given but the hills and the rivers. These are the true alphabet of geography. The hills are the bones of a country, and determine its form, just as the bones of an animal do. For according to the direction of the hills must be the course of the rivers; if the hills come very near the sea, it makes the rivers very short, and their course very rapid; if they are a long way from the sea, it makes the rivers long and gentle. But rivers of this latter sort are generally navigable, and become so large near the sea as to be capable of receiving ships of large size. Here then towns will be built, and these towns will become rich and populous, and so will acquire political importance. Again, on the nature of the hills depend the mineral riches of a country; if they are composed of granite or slate, they may contain gold, silver, tin, and copper; if they are composed of the limestone of Derbyshire or Durham, they are very likely to have lead mines; if of the sand or gritstone of Northumberland, Lancashire, and Yorkshire, it is probable that there will be coal at no great distance. On the contrary, if they are made up of the yellow limestone of Gloucestershire, Oxfordshire, and Northamptonshire, or of chalk like the hills in Wiltshire, Berkshire and Hampshire, or of clay like those about London, it is quite certain that they will contain neither coal nor lead, nor any valuable mineral whatsoever. But on the mineral wealth of a country, and particularly on its having coal or not having it, depends the nature of the employment of its inhabitants. Manufactories are sure to follow coal mines; whereas, in all those districts of England where there is no coal, that is, in all the counties to the south-east of a line drawn from the Wash in Lincolnshire, to Plymouth, there are, generally speaking, no manufactories; but the great bulk of the people are employed in agriculture.

Thus then on the direction and composition of the hills of a country depend, first of all, the size and character of its rivers. On the character of its rivers depend the situation and importance of its towns, and its greater or less facilities for internal communication and foreign trade. And again, the composition of the hills affects the employment of the people, their numbers on a given space, and in some degree their state of morals, intelligence, and political independence. And here we have a reason for things, and see them connected with one another in a manner at once easier to remember, and much more satisfactory to understand when we do remember it.—*Penny Magazine.*

IN THE SCHOOL AND THE SCHOOL-MASTER, HOW RECOMMENDED.

"To the reading of history, chronology and geography are absolutely necessary.—*Locke.*

The first lesson in geography should be, to set the class to draw a plan, as well as they can, of the schoolroom. This every one will do readily who has been encouraged to use his slate, and many a child of eight or ten years will do it accurately, and even beautifully. It is only necessary that it should be done. Then the cardinal points, in reference to the plan should be shown. "This side with the window, into which the sun shines in the morning, is the east side; the opposite one is the west side. This side, where the sun shines straight in at noon, is the south side; and the opposite side, where the master's desk is, is north. Let this north side be at the top of the plan. Now this is a map of the room. I have directed you all to have the north side at the top of your map, that all may be alike, and you may always know when you look at it, which is north."

The next lesson may be a plan of the lot on which the schoolhouse stands, with a part of the road running near it, care being taken now, and at all times, to represent the north side by the top of the plan. The fences may be represented by lines, and trees and other objects may be drawn as well as they can draw them, in the places they occupy.

For a third lesson, the teachers may draw on the black-board, a plan or map of the vicinity of the schoolhouse, with the roads for a quarter of a mile in each direction; and houses, streams, or any other remarkable object. This the class may copy.

If there be a map of the town accessible, the next lesson should be an explanation of that; showing how all the roads, buildings, forests, hills, and other objects with which the pupils are acquainted, are represented; and giving an idea of distance.

The next step should be, if possible, a map of the county, showing how much less space the town now necessarily occupies, and what towns are north, east, &c., from it. The next step should be a map of the state; and thence the progress should be that of the country, of the continent, and the world as represented on a globe.

When correct impressions have been given of these objects represented by maps, the geography of the state may be learned. Great care should be taken to give an idea of the motion of the earth on its axis, and thence of longitude and latitude, as there is nothing in geography of which children are so apt to get false ideas. For this purpose, a globe should be considered an essential part of the apparatus of a school. Much time is usually spent to little purpose, in learning the names of unknown, and therefore speedily forgotten places; and still more in studying and trying to remember the climate, soil, cities, &c., of countries. It is nearly impossible for a child to remember, by an absolute effort, that with which he has no associations. It should, then, be the object of the teacher to connect what is learned with what is already known, and to give agreeable associations to be connected with things unknown.

The learner should from the beginning, if possible, be set to copy the maps he is studying. This act impresses on the mind the outlines, boundaries, rivers, hills, lakes, and position of towns, better than any other exercise, and it is far more agreeable to the learner. Out of a large number of pupils who have been taught in this way, not one has been found incapable of making pretty correct representations, not one who did not take great pleasure in the exercise, and not one who did not improve in it very rapidly. When each one of a class has drawn a map without any names, a satisfactory examination as to how much they know of the objects represented, may be made in a very short time. This may be conducted either individually, each looking at his own map, or by means of the excellent outline maps of Mather, prepared for this purpose.

For each lesson in geography the teacher should make special preparation. If he will do this, he may always render the exercise very interesting, and he may make it the vehicle of a great deal of instruction in history, morals, and civilization. Suppose, to give an instance or two, the lesson included Iceland. He may take occasion to speak of its extraordinary natural features—a small island, and yet traversed by almost impassable mountains and deserts; of its icebergs, and of the immense eruptions of its volcanoes. He may dwell upon that phenomena in the history of mankind, that while learning hardly dared to lift her head in the rest of Europe, she had her home in the ice-encircled and half-subterranean huts of the Icelanders; that they had poets and historians when the names poet and historian were hardly elsewhere known; and he may tell of its colonization by the sea kings, its early history, and the state of things at that time in the north of Europe. All this he may get by an evening's reading of the interesting volume on Iceland, which forms the 155th No. of the School District Library.

If the lesson is upon Greece,* he may give in a few words, some idea of the remarkable people who occupied that country in ancient times, the fathers of the arts, sciences and literature, the remarkable institutions, the immense and beautiful structures, the perfect language, the famous men.

In the geography of New-England, he may speak of the early acts of the Revolution at Lexington, or Charlestown, and the earlier events at Plymouth or Mount Hope; of New-York, of Ticonderoga or West Point, &c. In speaking of our early history or late, he should not fail to speak a word for humanity in pointing out the cruelty and injustice of our ancestors and their descendants to the present day, towards the original possessors of the soil.

There is scarcely anything which a studious person picks up in voyages and travels, histories, books of geology, and natural history, which may not be naturally introduced to give variety and interest to the lessons in geography.—After he has talked himself, he should question his pupils upon what he has said, both to quicken their attention and to get access to their understanding. The lessons may be varied by sometimes setting the class to find out from what parts of the world come the various articles employed for food, dress, furniture, and the several arts; making an imaginary voyage round the world, or to a particular port, and noting the objects which would present themselves, and the articles which would be found and those which it would be necessary to carry. Another lesson, or several, may be given upon the government of different countries; upon their religion, their intelligence, their commerce, and other pursuits. The comparative value of gold and silver, on the one hand, and iron and industry on the other, may be shown by pointing out the fact that there is scarcely an instance in history of a country having grown rich from the possession of mines of what are called the precious metals, and none naturally so sterile as not to have become independent and wealthy, with industry and such resources as iron, coal, and salt. Mexico, Peru, and Old Spain, are wretched and poor, with streams of gold and silver flowing into them for hundreds of years; and Scotland, New-England, and Old England, comparatively barren originally, have become rich, and the happy abodes of free and intelligent men, by the industry and energy of their inhabitants acting upon such productions as nothing but skill and slow labor can work out for the necessities and convenience of men.

A more difficult exercise than copying maps, and one suited to a higher state of progress, is requiring a class to be prepared to draw a map from recollection, on the slate or black-board. In this exercise, which is strongly to be recommended at its proper time, much allowance must be made for the difference that exists between individuals otherwise equal, as to the power of representing from memory. Unless regard be had to this difference, injustice will be done to the best intentions and efforts.

A method used with great success by Professor Newman, at the normal school at Barre, was to call on one of the class to draw an outline of the country on the blackboard. A second was to draw the river courses and lakes; a third the mountains; a fourth mentioned some large place; a fifth gave its position by writing 1 on the blackboard; a sixth named a second place, which a seventh indicated by 2. In this way all the important places were represented by numbers, and the examination of the topography was concluded by calling individuals at random to name the several places so indicated.

IN PRUSSIA—AT BONN—HOW TAUGHT.

The "Stadt Schule," or town school of Bonn, gives a tolerably favorable idea of a class of schools common to all the considerable towns in Prussia. It is the great public school of the place, supported by the municipality, and frequented by the children of various ranks. It is divided into a male and female school, and each school is again subdivided into six classes. These classes are taught in separate rooms communicating with each other,—the girls above and the boys below. The course proceeds from the simplest elements of reading, writing, and arithmetic, to the rudiments of history, geography, natural history, together with singing and drawing, so as to prepare them sufficiently, should they wish on leaving it, for admission into the Learned School, or the Sixth class of the gymnasium. The Fächer system is adopted. Each master chooses some particular branch or branches of the course, (many being often united, such as natural history, &c. &c.) and teaches them to the several classes in rotation. There are advantages and disadvantages in this arrangement; the former, however, seem to predominate. I was conducted first to the boy's school; the first class-room I entered was crowded. The boys were, as in most of our schools, seated at their desks in parallel lines across the room, ranged according to proficiency. The teacher was young, both in years and experience; he had abundance of activity and earnestness, though not much discretion. By too much zeal, he often failed in preserving quiet

* See Goldsmith's Greece, in the 81st No. of School District Library, or the 3d and 4th volumes of Rollin's Ancient History.

† Many curious facts on the subjects of Natural History may be found in that delightful work, White's History of Selborne, School District Library, No. 166.

or attention. During the short time I was present, two or three were consigned for disturbance to the corner. It must not, however, be imagined that there was any thing like the tumult of our English schools; the comparison must be confined to Germany. One cause of this general tranquillity may very probably be the national phlegm; but a more immediate and obvious one is the mode of teaching. Mutual instruction is banished; the classes are small and separate; the teacher instructs *viva voce*, adopting the simultaneous and catechetical system, and sometimes (though not in as great a degree as in Scotland) the elliptical. Instead of confining himself to the desk or pulpit, he walks up and down at short intervals to every part of the school. Much, too, must be attributed to the skill of the teachers themselves, to the interest they throw into their instruction, to the just sense they have of the peculiarities of the youthful mind, and to the spirit and variety arising from change of class and teacher. The subject of the lesson was grammar; the questions were pressed with rapidity, and generally answered with ease. In some cases they appeared to be somewhat too refined for the pupils, and bordered a little on the pedantic and philological. This, however, must be taken with qualifications. The attentions which the Germans universally pay to their language in the course of elementary instruction, may appear to us excessive and minute; but we must remember what their language is, and farther, the impression so general amongst German educationists, that the reasoning powers can never be so well developed as by the thorough study of language, and that no language is better fitted for such logical discipline than their own. In the next class room we found the pupils engaged with arithmetic, both mental and written. They showed more accuracy than quickness—pronunciation and manner were somewhat sluggish; but there was no guess-work—no error. In a third room the teacher was giving his lesson on natural history. The school had not been many days assembled, and he had one of the youngest classes under tuition. We found him in the elements. By frequent and varied questions on the same points, returning to the same classifications in different shapes and drawing out of the child, not merely facts which he had learned, but reflections which these facts suggested, he worked the subject of his hour thoroughly into the minds of his young auditors, and they must have left the room masters, not merely of the materials as far as they had been furnished, but well exercised in the method of acquiring, without his assistance, a vast deal more. From the boy's school we proceeded to the girls'. I heard with great pleasure a child of eight years old go through the several questions applicable to household purposes, first orally, and then in writing on the black-board. There was no attempt at display or smartness; all was calm, clear, and correct. In the adjoining class we found the mistress nearly at the close of her reading lesson. I was permitted to take up the book, and to select any subject I thought proper. I opened at a beautiful moral tale called *The Flowers*. The reading was excellent; great precision, accurate emphasis, great purity of enunciation, great delicacy, great sweetness of tone. I observed to the mistress, on closing the book, that it was hardly necessary to ask the pupil any questions, in order to ascertain how far the subject just read had been comprehended: the just application of emphasis and accent, I considered evidence enough. She was anxious, however, to give some further proof, and immediately required the child to narrate the whole of the tale in different language, which was accomplished with much readiness and skill. Industrial occupations, as far as the girls were concerned, were attended to as much as intellectual. Sewing, knitting, and other female work, were taught in an adjoining apartment.

The "Poor School," (*Armen Schule*) is superior to the *Stadt Schule*. The building is new, extensive, lofty, admirably distributed and in the best possible situation, on the verge of the town, in the handsome new street, the Friederichstrasse. It was established, and continues to be supported, by the joint contributions of the municipality and of benevolent individuals. A certain number of the children are clothed. On entering the gate, we found on our left, (detached) the infant, or rather little children's school; and in the midst of the court or garden the school buildings, the ground floor devoted to the boys, the first floor to the girls. The religious teacher was occupied with the children of the infant school when we entered. He was a young clergyman, kind in his manner, but very earnest and impressive. He was teaching a portion of the catechism; the children answered the questions in the order asked, and then gave simple but precise explanations of each. This was followed by brief instructions and applications to practical purposes on the part of the clergyman. In the boys' school, classed and divided in the same manner as the *Stadt Schule*, we found one of the classes engaged in geography and history. The teacher examined in turn several boys up and down.—The Rhenish province was the subject chosen in geography; Prussia generally in history. The pupils answered with ease and discrimination. After giving an outline of the kingdom at large, they went into the geography of the selected province: first describing it physically, then politically, finally statistically. The great natural features, the mountains and valleys, the course of the Rhine, the various streams flowing into it, and the several points at which they join, were all faithfully delineated; the political divisions at different periods were then marked out; and, at the close of the examination, a rapid sketch was given of the produce, manufactures, exports, and imports, population, &c. of each province, district and town. When any of these particulars was demanded in another shape,—for instance the site of a particular mineral production,—the answer was equally prompt and accurate. After each answer, the teacher pointed out the places mentioned on a large map at the end of the room. The examination in history was equally minute. The several great epochs of the history of Prussia, from the time of Charlemagne to the present day; the gradual formation of the Margravate of Brandenburg; the erection of that and other territories into a kingdom; the important reign of Frederick the Second; the conquest of Napoleon; the successful war of liberation; and the present position and organization of the monarchy; were all detailed by a number of different boys in great variety of language and manner, some adopting the dramatic, others the narrative, but all with fidelity, and perfect command of phraseology and subject.

ARITHMETIC.

Begin, first of all by referring the pupil to *sensible objects*, and teach him to compute what he can see, before you perplex him with abstract conceptions. A mere infant may in this way be taught to add, subtract, multiply and divide, to a considerable extent.

"You take a skein of ruffled thread; and, if you can find the end, you carefully draw it through all its loops and knots, and in a few minutes it is unravelled. Now just in this manner must the minds of children be exercised in finding out the truth of some abstract proposition. To a mind not so exercised, a very simple question will be extremely formidable. How often have not only children, but their elders, been puzzled by the simple question, 'What is two-thirds of three-fourths of anything?' Now to get at the truth required here, it will be seen how necessary it is to get at that part of the proposition that can be laid hold of; that is to say, the part to which the mind can attach, from its being something known: it would in this case, of course, see first that three-fourths were *three-quarters*; and then it would soon discover that *two-quarters*, the two-thirds of them, must be half. We give this and other illustrations, to show that, by applying the analytic process properly, a very small quantity of real knowledge will produce a very large proportion of arithmetical power; therefore it is not so much the knowledge that may be fixed dogmatically in the mind, that will serve your purpose, as that which the mind itself evolves in its process of elaboration. It will be the business of the teacher to help the mind to create its own strength, and this he will do by subjecting it to wholesome and judicious exercise."

Take care that your pupil never proceeds to a second example in any rule, until you are quite sure that he thoroughly understands the first. No matter what time may be consumed upon this introductory effort,—he must not be allowed to go on with partial and inaccurate notions of what he is about.

If he does not understand it, the teacher should be able to discover the reason why, and then he can apply the remedy. This is to be done only by questioning the scholar and tracing his associations, and finding out what he is thinking about, and how he is thinking about it.

The business of the teacher is not to send his pupil to an unintelligible rule, but first to make him see the difficulties of the question which has baffled his ingenuity; then to lead him on, by a succession of questions, to discern the principle he is in search of; and, finally, to let the truth so break upon his mind, that, by the possession of it, he may be only incited to pursue with fresh vigor, other and more difficult investigations. Arithmetic thus taught becomes a fine mental discipline and strengthens the intellectual powers, instead of resting only in the memory.

But in order to carry on this mode of tuition, your own explanations must be clear and simple.

Again, You should never underrate the difficulties of your pupils. A child will not apply vigorously, unless it sees that its efforts are appreciated; unless it perceives that you recognize the difference between its capacity and your own. The attention which such a one can give to a difficult process is at best but limited; the intellect is soon exhausted, and the effort it makes is often painful while it lasts. "A good school-master," says old Fuller, "minces his precepts for children to swallow, hanging clogs on the nimbleness of his own soul, that his scholars may go along with him."

HOW TAUGHT IN A DISTRICT SCHOOL IN CONNECTICUT.

I will now glance slightly at arithmetic; and let me say that this study in the district schools is in a very low state. This I assert from positive knowledge, and I attribute it to nothing else but the want of arrangement of the schools. When I attended a district school it was thought that a scholar's mind was not sufficiently matured to commence until they were ten or twelve years old, and I was not allowed to use a slate until I was twelve. Every scholar at that age, who attends school regularly, should understand as much of the simple rules of arithmetic as he would, in ordinary cases, be required to put in practice in the common business of life.—That this can be obtained by scholars at this age, I know from experience. I have previously stated that a child would learn the figures as soon as so many letters of the alphabet, and there is no reason why a child should not be taught them as soon as the alphabet, especially as a child cannot be kept reading the alphabet continually. But the reason that arithmetic is not taught to small scholars is that the teacher has no time. The larger scholars take up his whole attention. The teacher should so arrange his school as to make time, and in so doing he need do no injustice to the larger scholars, but will have more time to devote to them, and at the same time he will be bringing forward his smaller scholars in the same branch. I will now speak of the mode of teaching arithmetic which would occupy the last hour in the day.—The district should furnish the teacher with half a dozen blackboards, say two feet by three. Let the teacher examine his scholars, and class them together according to their qualifications: those who have not attended to arithmetic he will, of course, class in addition. Arrange each class in such parts of the room as will be most convenient. Take a blackboard and place before each class, and with a piece of chalk set down an example for each class in the rule in which they are classed. Let the scholars copy the example on their slates and perform it. The teacher in the meantime will make such explanations to each class as are necessary. He will look over the work of each class and correct the errors that may be found. When that is done, rub it out and put down another, and continue to proceed in this manner with the different classes. No scholar in the ground rules should have an arithmetic to use, unless it is to learn the tables. I would proceed in this manner with the higher classes. If you have a class of several scholars who have advanced as far as interest, take a blackboard and set down a sum in interest, such as may occur to the mind at the time, without any reference to a book, and let the class perform it, and pursue this mode in the different rules; you can at this time clearly explain the principles of the rules and render arithmetic practical. During these exercises I would have no reference to a class book. Then the scholar will have nothing to refer to, to test the accuracy of his performances, but will be led to apply those rules which he thinks most applicable. Practical arithmetic is very little attended to in dis-

trict schools. If a boy can begin with *Daboll*, and by being shown how to perform nine-tenths of the sums, get through the book during the winter, he considers that he has achieved wonders and is a great scholar in arithmetic, when, at the same time, he cannot put the most simple rules in practice. The teacher should promote the scholars from a lower class to a higher as they are qualified, and should not be hasty in doing this. The scholar who commences with addition at four years of age should practice in the four rules for three or four seasons. When these are well established he will be prepared to make rapid progress. By this arrangement it will be seen that the smaller scholars would be occupied two hours in each day in branches which they do not at present attend to, and would thus be employed a considerable portion of that time now spent in idleness. I would propose other plans, but the inconvenient arrangement of schoolhouses, at present, almost precludes their adoption. These plans are not visionary, for I have pursued them for several years. I would not confine the more advanced scholars in arithmetic to one hour a day, but during arithmetic hours would only exercise them in the rules which they attended to during the other part of the day. If the teacher should have a large school, he could let the larger scholars take turns in attending to the lower classes. The teacher will thus have more time to attend to the higher classes.

ENGLISH GRAMMAR.

IMPORTANCE OF INTRODUCTORY LESSONS IN.

"It is in vain, or almost in vain," said an old teacher, "to attempt to teach English Grammar as many do, by requiring the rules to be learnt and recited, and the book to be thus gone through, before parsing is commenced. On this plan I was treated, and thus I formerly taught. I have now a large school containing more than one hundred boys, with several classes in grammar; and I teach them with far greater satisfaction to myself, because with greater success, and greater interest to them."

"I take care to give each class, and each pupil, at the outset, a clear apprehension of the nature of the branch entered upon, its utility, and the reasonableness of its rules. I find by experience, that this can be done; and that, by pursuing a similar course in other cases of difficulty presented by the books, all parts of grammar are made intelligible, and in a good degree pleasing."

"For example, I ask a boy, or a class, to look around the school-room, and name some of the things which they see. They soon vie with each other in saying desk, bench, pen, &c. Then I say, names of things are sometimes called nouns. Look round again, and give me a few more nouns. They add perhaps window, door, floor, stove, book and boy. I say, these are common nouns, that is, each names a thing of some particular kind. There are many books, stoves and boys in the world; and these nouns mean some one of each kind, but do not show which. How do you tell me which boy you mean? They soon understand that they can most easily do it by calling his name. Then I tell them this is a proper noun: that is a name belonging to one particular person. Before I lead them to this distinction, however, I usually introduce them practically to the verb; and in some such way as this:

"Edward, we often use nouns: that is, we often name things. You speak of something or some body many times in a day. Why do you mention them? If you should say nothing further, would you tell any thing which others could understand? When I speak of a person or thing, I always say what it does or has done, or will do; or what is, has been or will be; or what has been done to it, or is or will be done to it. For instance, I do not say boy, and then stop; but I say perhaps that a boy is good or bad; or has been sent to his seat; or has learnt well, or will come or go, or do something else by and by. Now such words as these, which mean doing or being, are very important, and are called verbs. Which of these words is a verb then? A horse runs. The dogs bark. How can you tell a verb from a noun?"

"In this manner," said the teacher, "I proceed with other part of speech as occasion demands, and opportunity permits. In similar ways also I illustrate the changes of case, mood, tense, &c., and thus the principles of Etymology and Syntax become known before the pupil comes to the rules in which those principles are embodied."

And, by methods equally natural, simple and interesting we may add, a teacher who knows how, may lead a pupil over the threshold of every branch of education. The mind was never formed to be driven blindfold to knowledge. If it goes at all, it very naturally requires that it walk in the light. How important, then, is it, to communicate in grammar, for example, ideas of the subject, the predicate and the classes of words which modify them! How important, at the same time, in attempting to convey such ideas, to avoid the confusion inevitably produced in the mind by an injudicious use of technical terms!

HOW RECOMMENDED IN ENGLAND, BY DUNN.

The teacher might commence the conversation by remarking, in as clear a manner as possible, that every word in the language, like every boy in the school, belongs to some class. Stopping some seconds to ascertain that this simple fact was well understood, he might remark, that the only difference is, there are eight classes of boys in the school, but nine classes of words. This would be followed by saying, "Tell me the names of any things you see." A number of things being named, he would say, "Tell me the names of some things which you cannot see." Several being mentioned, the question would be put, "What have you told me about these things?" Ans. "Their names." Now the teacher would observe, all these names which you have mentioned belong to one class; the name of that class is "*Nouns*;" all names belong to it, for the word Noun means Name. Goodness, Justice, Height, Depth, Length, and Breadth, and every name you can possibly find, even "*Nothing*" itself belongs therefore to this class, because it and all these are names.

Having proceeded thus far, he would judge it desirable to retrace his steps, to ascertain if he were thoroughly understood. He would therefore ask one, a dull boy in the draft, "How many classes of words are there?" Another, "What is the name of the class of words about which we have been speaking?" A third, "What is the meaning of the word Noun?" A fourth would be asked to mention some name which did not belong to it; a fifth, what part of speech No-

thing was. In this manner the teacher would ascertain if the attention of the class had been effectually directed to him. Pursuing his subject, he would ask them to mention a name. Supposing "*desk*" to be mentioned, the question would follow, "Tell me something about desk." They would mention long, narrow, wooden, strong, and other qualities, in rapid succession. The draft thus exercised would be led to discover that these are qualities, and although intimately connected with, are not nouns themselves. To assign these to another class, and to give it the name of "*Adjective*," proposing some questions to insure his being thoroughly understood, would be his next object.

The verb would be introduced, by asking them to tell him some word which implied motion. "Fly," "run," "go," and many others being given, he would class them under the name of "*Verbs*." Some general questions would again ensue.

Proceeding with his subject, he would ask them to mention one of the verbs they had just named; perhaps "*speak*" would be selected. "Tell me," he would say, "how I speak." Ans. "Slowly." Quest. "In what other ways might a person speak?" Ans. "Quickly, loudly, softly, intelligibly, roughly." Quest. "What do all these expressions?" Ans. "The manner of speaking." Remember, then, all words which express the manner of acting, are ranked in a separate class, called "*Adverbs*." Quest. "What is the meaning of the word Adverb?" Ans. "To a verb." Quest. "What is the difference between an adjective and an adverb?" Ans. An adjective expresses the quality of a noun, an adverb the quality of a verb." Quest. "Is it correct to say the sea is smoothly?" Ans. "No." Quest. "Why?" Ans. "Because sea is a noun, and requires an adjective." Quest. "If I speak of the sailing of a ship, must I use the word calm or calmly?" Ans. "Calmly." Quest. "Why?" Ans. "Because sailing is an action."

The Pronoun is of very easy introduction; its name "for a noun," sufficiently expresses its use, and a few examples are all that in this stage of the business is necessary. The Articles require only naming, referring to a few instances in which they are used; and Interjections are as readily distinguished.

The distinctions of these seven parts being well impressed on the mind of the pupils, the teacher proceeds to the remaining two, which at the first glance, do not appear to admit of a very clear separation. The one is illustrated by the teacher's taking a slate in his hand, and saying, "Tell me all the words you can think of, which express situation in reference to this slate." The answers, "above," "below," "under," &c., will bring forth the Prepositions, and a reference to a hinge will explain the Conjunction, which, when the other eight are known, requires no further distinction.

When the class has arrived at this point, the teacher reads some sentences from his book, and requires each boy in turn to class the words and give his reasons. Being well prepared for this exercise, it is rarely of long continuance. In the ensuing lessons it would be observed, that the articles, the gender and properties of nouns, the degrees of comparison in adjectives and adverbs, the kind of verbs, and the varieties of the pronoun, have all relation to the number three. This presents an opportunity of giving a sure and ready index to these variations which so often and so long perplex master and pupils. Thus learned, they are obtained at once and forever.

The influence of one word on another, or syntactical parsing, is now easily unfolded. A sentence being read, the teacher, at his discretion, makes various alterations in its construction, each of which is made the subject of inquiry. Care being taken that the difficulties are seen and felt, the teacher gradually leads the pupils by questions to their elucidation. Other sentences of a similar kind are then introduced, and the rule comes in as the result of their own observation and inquiry. It is thus seen to rise necessarily out of the language, instead of being arbitrary and indefinite; and so far from being a burden on the memory, and exciting disgust, it is welcomed as the result of a clear investigation, and cherished in the memory from a thorough conviction of its truth and suitability.

HOW TAUGHT IN EDINBURGH.

In your reading lesson is written this passage—"The solemn oath of America has ascended to Heaven. She has sworn to preserve her independence, her religion, and her laws, or nobly perish in their defence, and be buried in the wreck of her empire." The—What is its use? Solemn—Name its derivatives. Oath—Its meaning? Its case? Its government? Of—What does it connect? What govern? America—What is it? Whence its name? What other name? Why? Where did Columbia first land? When? In which grand division of America do you live? In what political division of it? In what part of North America are they? In which division of the United States do you live? Name the other divisions. In what State do you live? What are its boundaries? What city do you live in? In what part of the State? How is it situated? Has ascended—Parse it. The meaning of ascended? What negative particle gives it an opposite meaning? What is meant by particle? So—Part of Speech? Heaven—What sort of noun? Why? She—Decline it. What is it to decline a noun or pronoun? Has sworn—Number and person? For what reason? Its present of the infinitive? Conjugate it in the pluperfect of the potential. What does it agree with? Rule. To preserve—Meaning? Name other words of the same family, and give their meanings. Her—What is its other possessive form? When so used? Independence—Meaning as here used? What is the meaning of the prefix in? Religion—What governed by? Its adjectives? Adverb? What nouns are derived from it? And—What rule for conjunctions? The use of and here? Or—Part of speech? Its meaning? Its correspondent conjunction? Nobly—Derivative or primitive? Its nouns? What does it qualify? Perish—Mood? Time? Why? Its meaning? Their—its nominative plural? Defence—What words from the same root? Be buried—Parse it. Wreck—Its meaning? What objective to? Why so? Empire—Parse it. What is an empire? What a kingdom? Principality? and so forth. It is needless to remark upon the superiority of this intellectual process. No intelligent instructor can doubt for a moment, of the wonderful elasticity and vigor which it is calculated to give to the youthful understanding.

[Methods of Teaching to be continued.]